DOCUMENT RESUME

ED 366 396 JC 940 119

| | |
|---|---|
| AUTHOR | Belcher, Marcia J. |
| TITLE | A Performance Feedback Survey for Administrators: Results of a Pilot Study. Research Report No. 93-04R. |
| INSTITUTION | Miami-Dade Community Coll., Fla. Office of Institutional Research. |
| PUB DATE | Jan 93 |
| NOTE | 89p. |
| PUB TYPE | Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | *Administrator Attitudes; Administrator Effectiveness; *Administrator Evaluation; Administrator Qualifications; *Administrator Role; Community Colleges; *Evaluation Criteria; *Evaluation Methods; *Performance Factors; Teacher Attitudes; Two Year Colleges |
| IDENTIFIERS | Miami Dade Community College FL |

ABSTRACT

At Miami-Dade Community College (M-DCC), in Florida, a committee was formed to define administrator excellence in the context of teaching and learning and to develop a performance review process. During the second pilot-testing of the resulting Performance Review Feedback Survey process, over 1,200 surveys provided information on 283 administrators, professionals, and department chairs. The survey attempted to determine general perceptions of the administrators' performance, dimensions undergirding the ratings, and reactions of respondents and administrators to the survey process. The results indicated that respondents viewed the job of administration as multi-faceted. Respondents gave administrators highest ratings in the areas of recognizing the students as their first constituency; supporting teaching/learning; accepting responsibility for the unit; performing effectively in a multicultural environment; presenting information clearly; treating others with respect; and maintaining a good knowledge base about the study body, policies and procedures, and work area. They were perceived as weakest in establishing a climate that encourages risk taking, using power appropriately, selecting appropriate leadership strategies, and being receptive to feedback. Respondents used five interrelated factors to rate administrators: general competence, interpersonal skills, support of college mission, knowledge base, and motivation. Respondents were generally pleased with both the survey and the process. Most administrators thought that the survey results could be useful to them, but that the number of responses was so low that the feedback had little meaning. Survey instruments are included. (Author/AC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 366 396

# A PERFORMANCE FEEDBACK SURVEY FOR ADMINISTRATORS: RESULTS OF A PILOT STUDY

Research Report No. 93-04R

January 1993

# Institutional Research

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. J. Belcher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 940 119

## Miami-Dade Community College

BEST COPY AVAILABLE

# A PERFORMANCE FEEDBACK SURVEY FOR ADMINISTRATORS: RESULTS OF A PILOT STUDY

Research Report No. 93-04R

January 1993

Marcia J. Belcher
Associate Director

Miami-Dade Community College

INSTITUTIONAL RESEARCH

Cathy Morris, Dean

Table of Contents


Page

List of Tables . . . . . ii

Abstract . . . . . iii-v

Introduction and Overview . . . . . 1-9

How Was the Performance Feedback Process Conducted? . . . . . 2

How Were the Items Rated? . . . . . 3

What Dimensions Were Used in the Ratings? . . . . . 4

What Was the Reaction of Survey Respondents to the Process of Providing Feedback to Administrators? . . . . . 7

What Was the Reaction of Administrators Receiving Responses to the Survey? . . . . . 7

Discussion . . . . . 9-12

Summary . . . . . 9

Current Issues and Tasks . . . . . 10

Appendix A Administrator Excellence at Miami-Dade Community College - Summary Statement . . . . . 25-26

Appendix B Administrator Feedback Survey and Directions for Completion . . . . . 27-31

Appendix C Sample Feedback Report Based on Responses With No PIN Number . . . . . 32-40

Appendix D Follow-Up Survey to Administrators . . . . . 41-43

Appendix E Factor Analysis Methodology . . . . . 44

Appendix F Summary of the Comments on the Pilot Process and Instrument Items . . . . . 45-60

Appendix G Survey of Administrators Participating in the Winter, 1992 Performance Review Pilot . . . . . 61-69

List of Tables


| Table | | Page |
|---|---|---|
| 1 | Responses to Administrative Feedback Items-Spring, 1992 | 13-18 |
| 2 | Means and Standard Deviations of Administrative Feedback - Spring, 1992 | 19 |
| 3 | Pearson Correlation Coefficients - Items 1 - 24 Spring, 1992 Administrative Feedback Survey | 20 |
| 4 | Factor Results of Spring Term Administrative Feedback Survey-Based on Weightings of .30 or Above | 21 |
| 5 | Inter-Factor Correlations and Factor Weights | 22 |
| 6 | Number of Survey Responses Received | 23 |
| 7 | Summary of Administrators Survey Results, College-Wide | 24 |

Abstract

This is a report on results of the second pilot of the Performance Feedback Survey for Administrators. Findings are based on over 1,200 surveys on 283 administrators, professionals, and department chairs on Kendall, Homestead, Wolfson Campuses and District. The major questions addressed by the study were:

1. How was the performance of administrators generally perceived? In what areas were they perceived as performing most effectively and where was the greatest room for improvement?

2. What dimensions undergirded the ratings? Or did respondents think in only one dimension, agreeing or disagreeing to all items regardless of the content?

3. What was the reaction of respondents to the survey process? What was the reaction of administrators? How could the process be improved?

These results indicate that respondents to the administrative feedback survey view the job of administration as multi-faceted. Respondents were most likely to feel comfortable in providing ratings for those areas where they had the most direct observation. Respondents were less likely to provide ratings in the areas related to academic tasks of advisement and instruction or the more solitary activity of managing resources.

Respondents gave administrators highest ratings in the areas of recognizing the students as the first constituency, supporting teaching/learning, accepting responsibility for the unit, performing effectively in a multi-cultural environment, presenting information clearly, treating others with respect, and maintaining a good knowledge base about the student body, policies and procedures, and work area. They were perceived as being weakest in establishing a climate that encourages risk-taking, using power appropriately, selecting appropriate leadership strategies, and being receptive to feedback.

There were five interrelated factors or dimensions that respondents used to rate administrators: general administrator competence interpersonal skills, support of college mission, knowledge base, and motivation. Most of the variability in ratings could be explained by the first two factors. There was not a clear break, however, between the managerial and interpersonal dimensions; the first two factors correlated .74. The factors cut across the categories established for the Administrator Excellence document.

Some items served as "keys" and provided a barometer on how the respondent was likely to rate the administrator on other items. Most of the key items of the survey (those with high communalities) involved an orientation towards others and an ability to receive or gather information from the work environment. These items specifically addressed treating others with respect, approachability, and listening to others. Other key items touched on appropriate leadership strategies and making informed decisions--both activities that require a gathering of information and a "reading" of the environment.

Respondents were generally pleased with both the survey and the process and wanted to be included in the future. Most administrators thought the survey results could be useful to them, but the number of people responding was so low that the feedback had little meaning. Drawing firm conclusions based on these results is chancy, however, since findings are based on a limited number of respondents, and few administrators returned their follow-up surveys.

Despite general acceptance of the feedback survey itself, the process of obtaining and using administrator feedback remains in a state of flux. Among the major issues are the following:

- Balancing respondents' desire for anonymity against administrators' wish to place responses in context.
- Defining who will respond to the survey.
- Improving the rate of participation.
- Validating whether a single process can cover all administrators.

"Bottom-up" evaluations of management are appearing in a variety of settings, including higher education. The rationale can be found in other trends sweeping academe--accountability, TQM (Total Quality Management), and focus on teaching and learning (to name several of the most prevalent). Making the process trusted, useful, and lasting, however, will require time and effort.

A Performance Feedback Survey for Administrators:
Results of A Pilot Study

## Introduction and Overview

About five years ago, Miami-Dade Community College began its "Teaching/Learning Project". The goals of the project were to make teaching a rewarding profession, to improve the quality of teaching and learning at the college, and to make teaching and learning the focal point of college activities and decision-making processes. Early efforts focused on faculty--first in defining faculty excellence and then in modifying performance review and promotion systems to support this definition.

Though faculty are on the front lines of the teaching/learning process, administrators also are important. Their decisions and actions produce the environment in which faculty teach. They, too, interact with students as well as faculty and make decisions affecting both students and staff. Thus, a committee was formed to define administrator excellence in the context of teaching and learning (see Appendix A for the summary statements). A follow-up committee, named the Administrator Advancement Subcommittee, was charged with (among other things) developing a performance review process that would be reflective of administrator excellence.

Committee members agreed that as part of the performance review process, faculty and staff needed to have the opportunity to give administrators feedback on their performance. A survey was developed based on a number of the components in the Administrator Excellence document. The Administrator Performance Review Feedback survey was one piece of data to be used in the annual performance review for administrators. The information was also expected to be useful to administrators in judging areas where they were performing effectively and areas where growth might occur.

When fully implemented, administrators would receive an annual report that summarized the survey responses from their administrative unit. All full-time employees who reported to the administrator either directly or indirectly would be eligible to

complete the survey. Comments would be returned to the administrator using a separate comments sheet.

How Was The Performance Feedback Process Conducted?

This paper presents the results of the second pilot of this survey document and process. The second pilot included administrators, professionals, and department chairpersons on Kendall, Homestead, and Wolfson Campuses as well as all District administrators, including the College President. The final list included 283 administrators, 44 (15.5%) of whom were department chairpersons.

The survey process involved listing all administrators and assigning a four-digit personal identification number (PIN) to each. All employees at the designated campuses and District received the listing along with instructions that they could complete surveys on administrators whom they reported to either directly or indirectly. Answer sheets were included for completing surveys on as many as five administrators. For each survey, respondents selected the administrator, bubbled in the identifier, and completed the questions. See Appendix B for full directions and a copy of the survey.

While this process was cumbersome, it was selected since a computerized organizational chart did not exist at the college. In other words, it was impossible to tell who reported to whom using electronic means. In the first pilot, administrators on North and Medical Center Campuses were sent the surveys and told to distribute them to everyone who reported to them either directly or indirectly. This process resulted in multiple packets being sent, failure to distribute packets, and reduced response as people received more and more requests to complete surveys. Thus, this process was an attempt to fix the problems found in the first pilot.

To preserve anonymity of respondents, it was agreed that at least four people must respond in order to produce a report. Respondents who felt strongly that the administrator should see their results could indicate that a report of their responses should be produced even if fewer than four responses were received. About half of respondents

chose this option. Only 80 (or 28%) of the group received 4 or more surveys. However, 154 administrators or 54% received reports because of the option to forward the results despite the response size.

Some administrators wanted further information to help in interpreting their results. Committee members agreed that if at least four people in each category responded, the survey results would be further analyzed based on whether the person responding reported directly to the administrator and what the person's role was at the college (faculty, staff, or administrator). Appendix C displays a sample report based on responses that lacked a corresponding administrator Personal Identification Number (PIN). Responses with invalid PINs comprised about 6% of all the 1,272 surveys returned.

To gather reactions to the process, respondents were asked a series of questions at the end of the survey about the process. Administrators were asked for their reactions when summary reports of their survey results (along with any comments) were sent to them several months later. A copy of the follow-up survey to administrators can be found in Appendix D.

How Were the Items Rated?

Respondents could rate the administrator on each of 24 items using strongly agree (4), agree (3), disagree (2), strongly disagree (1), or unable to rate (0) if they thought the item applied but that they had insufficient information to provide a rating. Respondents were further instructed to leave an item blank if they thought the item did not apply to that administrator.

Rating results are reported in Table 1 and mean and standard deviations in Table 2. Respondents were least likely to provide ratings in the area of student advisement (31% leaving blank or unable to rate), emphasis on instruction (20%), dealing with inappropriate behavior (22%), and effective management of resources (19%). Areas where respondents felt most qualified to provide ratings were those the rater could directly observe. They included presentation of information (5% of respondents leaving

blank or indicating they could not rate), approachability and active listening (4%), and respectful treatment of others (5%).

As a group, administrators showed some definite strengths and weaknesses on the 24 items related to their performance. In particular, administrators had highest mean ratings on knowledgeability of policies and procedures (item 23), recognizing that the first constituency to be served is the student (item 1), and knowledgeability of the characteristics of the student body (item 24). Lowest mean ratings were received for item 18 (deals effectively with inappropriate behavior in a timely manner) and item 11 (emphasizes the importance of student advisement).

Using the criteria of percent of respondents agreeing or disagreeing and ignoring "unable to rate" responses, however, resulted in a different set of high and low items. Items where more than 70% of the responses were in agreement included recognizing the student as the first constituency (77%), supporting teaching/learning (75%), accepting responsibility for the unit (71%), effectiveness in a multi-cultural environment (76%), presenting information clearly (73%), treating others with respect (72%), and knowledge about the work area (74%), policies and procedures (85%), and the student body (76%). Items which had the largest amount of disagreement (30% or more) included establishing a climate that encourages risk taking, appropriate use of power, appropriate leadership strategies, and receptivity to feedback.

<u>What Dimensions Were Used in the Ratings?</u>

Most of us would agree that the act of "administering" is a complex activity involving a number of dimensions. An administrator may know policies, procedures, and management of budget but have difficulty in relating well to personnel. Others may be excellent at creative problem-solving but be unable to supervise difficult employees. The question addressed in this section is whether respondents viewed the administrator across a variety of dimensions and, if they did, what these dimensions were.

Factor analysis was used to answer this question. Basically what this procedure did was to look at the correlations among the items (See Table 3) and determine which items (if any) grouped together separately from other items, and formed a "factor" or "dimension". Readers interested in the more technical details of the factor analysis process are referred to Appendix E.

Results showed that respondents did make distinctions. In fact, it appeared that respondents had five underlying but related constructs in mind as they completed their ratings (see Table 4). Based on the items included in each of the factor groupings, the factors were tentatively named as follows:

| | |
|---|---|
| Factor 1. | General administrator competence |
| Factor 2. | Interpersonal skills |
| Factor 3. | Support of college mission |
| Factor 4. | Knowledge base |
| Factor 5. | Motivation |

The items which were most strongly related to each factor were included under the factor and were used to help name it. The number next to the item shows how much weight that item has in that factor. The weighting can be thought of as a correlation between that item and the factor and can range from an absolute value of 0 to 1. Only weights of .30 or higher were displayed to facilitate interpretation.

Factor 1, general administrator competence, included more than half of the items that were in the survey. The 13 items included in this factor were drawn from all five areas of Administrator Excellence summary statements, though the items which loaded most heavily on this factor were drawn from the area entitled "professional performance". Administrators who rated high on this factor tended to receive high ratings on items involving creativity in solving problems, fulfilling responsibilities on time, making informed decisions, and using appropriate leadership strategies.

Factor 2, interpersonal skills, included six items, a majority of which were drawn from the interpersonal skills area of the Administrator Excellence document. Administra-

tors who rated high on this factor were perceived as approachable, active listeners, and respectful of others.

The remaining three factors were decidedly smaller, both in terms of the number of items included with each factor and in terms of the amount of variance explained by each factor. Factor 3, labelled support of college mission, drew a majority of its three items from the professional performance area of the Excellence summary document. It included items on student advisement, instruction, and recognizing the student is the first constituency. Factor 4, labelled knowledge base, included only two items about policies, procedures, and the student body. Factor 5, labelled motivation, was culled from the motivation summary statements of the Excellence document. It included two items, providing a climate for risk taking and acknowledging others' strengths.

Because of the type of factor analysis performed, the factors were correlated with one another in the same way that items are. Table 5 shows that the correlations among the factors were fairly strong, ranging from a low of .41 between factors 4 and 5, to a high of .74 between factors 1 and 2. The most important factors (based on the variability attributed to each factor) were factor 1, general administrator competence, and factor 2, interpersonal skills.

Like each factor, the responses to each item contained variability that is unique to that item based on its specific wording, etc., and variability the item shared with other items. Table 3 displays the correlations of the items with each other and shows the extent of the common variance between each pair of items. Note that the correlations were quite high among the items, the lowest being .40. The communalities at the bottom of the table show how much variability each item shares with all other items. One could think of items with high communalities as "linchpin" or core items that hold the survey together. The top items in this survey were:

Item 16: Treats all individuals with respect. (C = .83)
Item 15: Is approachable and listens actively. (C = .82)
Item 17: Is receptive to feedback. (C = .79)
Item 6: Uses leadership strategies that are appropriate for the situation. (C = .78)
Item 9: Makes informed decisions. (C = .77)

Item 20: Establishes a climate that encourages and rewards initiative and responsible risk-taking. (C = .77)

What Was the Reaction of Survey Respondents to the Process of Providing Feedback to Administrators?

Respondents were generally pleased with the survey and the process. Most agreed the survey length was fine (83%), the process was satisfactory (86%), and the instructions were easy to follow (88%). A majority who responded (84%) thought they should provide feedback in the future. (See Table 1 for full results.)

Comments on the survey and the process focused on several issues. The time of year the survey was given and the short turn-around time to complete the surveys was mentioned by a number of people. Others questioned how anonymity would be maintained or whether individuals would accurately report their role and relationship to the administrator being rated. The rating system was criticized by a number of people; some wanted a rating system that would let people indicate frequency or amount rather than agree/disagree. Others wanted to add a "neutral" category instead of being forced to agree or disagree. The comments also showed that some people either wanted to or did complete surveys on administrators outside their administrative unit. The full text of comments can be found in Appendix F.

What Was the Reaction of Administrators Receiving Responses to the Survey?

Administrators received their results several months after the surveys were completed. Each administrator either received a report of survey results or a letter stating that an insufficient number of people responded to be able to produce a report. An administrator received a report if (A) a least one person indicated his/her results should be forwarded, whatever the total number of respondents or (B) at least four people completed surveys on that administrator. As shown by Table 6, only 80 administrators or 28% of those included in the pilot, had responses from four or more people.

A follow-up survey was included with each report or letter. The follow-up survey contained items on the process, the survey, the report, and a comments section. Of the 283 administrators, 47 or 17% returned the follow-up survey. Therefore, follow-up results should be interpreted with caution. Survey results are included in Table 7 and comments in Appendix G.

Administrators were less pleased with the process of distributing and returning surveys than respondents were. Slightly over 60% agreed that approach which was used to distribute the surveys would work in the future. An alternative--using the STAR (Student Telephone Assistant Registration) system to respond--received only lukewarm support (56% supported a feasibility study). A few (16%) thought some people had filled out more than one survey on them, but more (34%) thought surveys had been completed on them by people outside their administrative unit. Many of the comments confirmed the belief that there were problems with the process.

The survey items were more highly rated. Over 90% thought most of the items were relevant to their jobs. Over 80% thought getting feedback from the items would help them know how well they were performing and where they might need to make some changes. The handling of the comments section needs work; only 56% were satisfied and most comments on this section of the survey indicated that administrators simply did not receive comments.

Most (83%) of the administrators returning the survey had received a feedback report. While the information was easy to understand, most (55%) thought that the number of people responding was so low that the feedback had little meaning. While most (77%) wanted a report that would place their results in the context of other administrators', the comments section made it clear that it should be results for administrators in SIMILAR or the SAME positions, and for some administrators such comparisons would be impossible because of the uniqueness of their jobs.

When administrators were asked to directly comment on what changes should be made, most chose to comment on participation in the process. Some emphasized that we needed to get more people to respond. Others thought the process should allow for "horizontal" feedback as well as "vertical" feedback. Still others were concerned about who had responded. Had they gotten the wrong administrator? Were respondents carrying a grudge and hiding behind the cloak of anonymity?

## Discussion

### Summary

These results indicate that respondents to the administrative feedback survey view the job of administration as multi-faceted. Respondents were most likely to feel comfortable in providing ratings for those areas where they had the most direct observation. Respondents were less likely to provide ratings in the areas related to academic tasks of advisement and instruction or the more solitary activity of managing resources.

Respondents gave administrators highest ratings in the areas of recognizing the students as the first constituency, supporting teaching/learning, accepting responsibility for the unit, performing effectively in a multi-cultural environment, presenting information clearly, treating others with respect, and maintaining a good knowledge base about the student body, policies and procedures, and work area. They were perceived as being weakest in establishing a climate that encourages risk-taking, using power appropriately, selecting appropriate leadership strategies, and being receptive to feedback.

There were five interrelated factors or dimensions that respondents used to rate administrators: general administrator competence, interpersonal skills, support of college mission, knowledge base, and motivation. Most of the variability in ratings could be explained by the first two factors. There was not a clear break, however, between the managerial and interpersonal dimensions; the first two factors correlated .74. The factors cut across the categories established for the Administrator Excellence document.

Some items served as "keys" and provided a barometer on how the respondent was likely to rate the administrator on other items. Most of the key items of the survey (those with high communalities) involved an orientation towards others and an ability to receive or gather information from the work environment. These items specifically addressed treating others with respect, approachability, and listening to others. Other key items touched on appropriate leadership strategies and making informed decisions--both activities that require a gathering of information and a "reading" of the environment.

Respondents were generally pleased with both the survey and the process and wanted to be included in the future. Most administrators thought the survey results could be useful to them, but the number of people responding was so low that the feedback had little meaning. Drawing firm conclusions based on these results is chancy, however, since findings are based on a limited number of respondents, and few administrators returned their follow-up surveys.

Current Issues and Tasks

Despite general acceptance of the feedback survey itself, the process of obtaining and using administrator feedback remains in a state of flux. Among the major issues are the following:

Balancing respondents' desire for anonymity against administrators' wish to place responses in context: A number of respondents have been hesitant to complete the survey or to identify themselves by job role and whether they worked directly for the administrator being reviewed because of the fear that their responses could be traced to them. Others completed the survey but were fearful of filling out the comments section. Administrators, on the other hand, have stated that they need additional information to be able to identify and address any problem areas. Some administrators have said they give more weight to responses from those they immediately supervise so they need to see these separately.

Defining who will respond to the survey: It was a surprise to discover that the institution lacked a computerized system for determining who reported to whom. Thus, an electronic organizational chart is currently being developed so people who report to the administrator either directly or indirectly can receive a survey form with the administrator's ID number already coded in rather than needing to select each administrator from a comprehensive list. An issue which still needs to be resolved is whether individuals outside of the administrative unit can also complete surveys on those they work closely with and, if so, how they would be included in the process.

Improving the Rate of Participation: Less than 1,300 surveys were returned. This does not mean that 1,300 people returned surveys; many people completed surveys on more than one person so the actual number of respondents is probably much lower. Everyone on Kendall, Homestead, Wolfson, and District (about 1,700 employees) was invited to complete a survey on the College President, yet only 129 people did so. Clearly, greater participation is needed.

Steps that could be taken to improve the participation rate were suggested through many of the comments. Give the survey at another time, and allow more time to complete the survey. Attend to the concerns over anonymity. Tell people that the survey is coming before it is sent (this was done, but perhaps could be done differently or repeatedly). Committee members also considered ways that the survey process could be streamlined to require less work to respond. Possibilities include answering the survey by phone using a STAR-like system and/or pre-slugging the answer sheets with the administrator's personal identification number.

Validating whether a single process can cover all administrators: The term "administrator" covers a broad spectrum of professionals. Some administrators are directly involved with faculty and academic issues; others serve in support roles ranging from purchasing to computers and research. Some supervise many; others supervise none. Can the same process and survey be used in all cases? Further deliberation will be needed before clear answers emerge.

"Bottom-up" evaluations of management are appearing in a variety of settings, including higher education. The rationale can be found in other trends sweeping academe--accountability, TQM (Total Quality Management), and focus on teaching and learning (to name several of the most prevalent). Making the process trusted, useful, and lasting, however, will require time and effort. Perhaps we should take a lesson from the eternal debate over the role of student evaluations of faculty, realizing the need to address the hard questions of value, and understanding that some areas are more amenable to faculty and staff input than others.

Table 1

Responses to Administrative Feedback Items
Spring, 1992

| Responses | Frequency | Percent |
|---|---|---|
| **1. Recognizes That the First Constituency to be Served is the M-DCC Student and Makes Decisions Accordingly** | | |
| Not Rated | 42 | 3.3 |
| Unable to Rate | 60 | 4.7 |
| Strongly Disagree | 106 | 8.3 |
| Disagree | 86 | 6.8 |
| Agree | 341 | 26.8 |
| Strongly Agree | 637 | 50.1 |
| **2. Supports the Teaching/Learning Process** | | |
| Not Rated | 44 | 3.5 |
| Unable to Rate | 123 | 9.7 |
| Strongly Disagree | 78 | 6.1 |
| Disagree | 69 | 5.4 |
| Agree | 333 | 26.2 |
| Strongly Agree | 625 | 49.1 |
| **3. Provides Authority, Support, and Resources When Delegating Tasks** | | |
| Not Rated | 27 | 2.1 |
| Unable to Rate | 82 | 6.4 |
| Strongly Disagree | 148 | 11.6 |
| Disagree | 183 | 14.4 |
| Agree | 338 | 26.6 |
| Strongly Agree | 494 | 38.8 |
| **4. Uses Power Equitably and Appropriately** | | |
| Not Rated | 16 | 1.3 |
| Unable to Rate | 67 | 5.3 |
| Strongly Disagree | 220 | 17.3 |
| Disagree | 175 | 13.8 |
| Agree | 353 | 27.8 |
| Strongly Agree | 441 | 34.7 |
| **5. Accepts Responsibility for the Performance of the Administrative Unit** | | |
| Not Rated | 33 | 2.6 |
| Unable to Rate | 109 | 8.6 |
| Strongly Disagree | 111 | 8.7 |
| Disagree | 111 | 8.7 |
| Agree | 350 | 27.5 |
| Strongly Agree | 558 | 43.9 |

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

| Responses | Frequency | Percent |
|---|---|---|
| **6. Uses Leadership Strategies That Are Appropriate for the Situation** | | |
| Not Rated | 20 | 1.6 |
| Unable to Rate | 69 | 5.4 |
| Strongly Disagree | 209 | 16.4 |
| Disagree | 192 | 15.1 |
| Agree | 365 | 28.7 |
| Strongly Agree | 417 | 32.8 |
| **7. Fulfills Responsibilities in a Timely Manner** | | |
| Not Rated | 18 | 1.4 |
| Unable to Rate | 133 | 10.5 |
| Strongly Disagree | 113 | 8.9 |
| Disagree | 137 | 10.8 |
| Agree | 400 | 31.4 |
| Strongly Agree | 471 | 37.0 |
| **8. Uses Initiative and Creativity in Solving Problems** | | |
| Not Rated | 26 | 2.0 |
| Unable to Rate | 93 | 7.3 |
| Strongly Disagree | 152 | 11.9 |
| Disagree | 165 | 13.0 |
| Agree | 354 | 27.8 |
| Strongly Agree | 482 | 37.9 |
| **9. Makes Informed Decisions** | | |
| Not Rated | 22 | 1.7 |
| Unable to Rate | 85 | 6.7 |
| Strongly Disagree | 165 | 13.0 |
| Disagree | 150 | 11.8 |
| Agree | 380 | 29.9 |
| Strongly Agree | 470 | 36.9 |
| **10. Effectively Manages the Expenditure of Resources** | | |
| Not Rated | 46 | 3.6 |
| Unable to Rate | 195 | 15.3 |
| Strongly Disagree | 132 | 10.4 |
| Disagree | 130 | 10.2 |
| Agree | 328 | 25.8 |
| Strongly Agree | 441 | 34.7 |

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

| Responses | Frequency | Percent |
|---|---|---|
| **11. Emphasizes the Importance of Student Advisement** | | |
| Not Rated | 138 | 10.8 |
| Unable to Rate | 259 | 20.4 |
| Strongly Disagree | 75 | 5.9 |
| Disagree | 86 | 6.8 |
| Agree | 266 | 20.9 |
| Strongly Agree | 448 | 35.2 |
| **12. Emphasizes the Importance of Instruction** | | |
| Not Rated | 97 | 7.6 |
| Unable to Rate | 163 | 12.8 |
| Strongly Disagree | 93 | 7.3 |
| Disagree | 85 | 6.7 |
| Agree | 307 | 24.1 |
| Strongly Agree | 527 | 41.4 |
| **13. Functions Effectively in a Multi-Cultural Environment** | | |
| Not Rated | 37 | 2.9 |
| Unable to Rate | 81 | 6.4 |
| Strongly Disagree | 90 | 7.1 |
| Disagree | 97 | 7.6 |
| Agree | 375 | 29.5 |
| Strongly Agree | 592 | 46.5 |
| **14. Presents Information Clearly** | | |
| Not Rated | 26 | 2.0 |
| Unable to Rate | 41 | 3.2 |
| Strongly Disagree | 118 | 9.3 |
| Disagree | 153 | 12.0 |
| Agree | 438 | 34.4 |
| Strongly Agree | 496 | 39.0 |
| **15. Is Approachable and Listens Actively** | | |
| Not Rated | 18 | 1.4 |
| Unable to Rate | 36 | 2.8 |
| Strongly Disagree | 190 | 14.9 |
| Disagree | 174 | 13.7 |
| Agree | 323 | 25.4 |
| Strongly Agree | 531 | 41.7 |

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

| Responses | Frequency | Percent |
|---|---|---|
| **16. Treats All Individuals With Respect** | | |
| Not Rated | 17 | 1.3 |
| Unable to Rate | 40 | 3.1 |
| Strongly Disagree | 165 | 13.0 |
| Disagree | 132 | 10.4 |
| Agree | 338 | 26.6 |
| Strongly Agree | 580 | 45.6 |
| **17. Is Receptive to Feedback** | | |
| Not Rated | 27 | 2.1 |
| Unable to Rate | 89 | 7.0 |
| Strongly Disagree | 203 | 16.0 |
| Disagree | 179 | 14.1 |
| Agree | 338 | 26.6 |
| Strongly Agree | 436 | 34.3 |
| **18. Deals Effectively With Inappropriate Behavior In a Timely Manner** | | |
| Not Rated | 48 | 3.8 |
| Unable to Rate | 227 | 17.8 |
| Strongly Disagree | 156 | 12.3 |
| Disagree | 157 | 12.3 |
| Agree | 322 | 25.3 |
| Strongly Agree | 362 | 28.5 |
| **19. Acknowledges and Reinforces the Strengths and Achievements of Others** | | |
| Not Rated | 20 | 1.6 |
| Unable to Rate | 81 | 6.4 |
| Strongly Disagree | 201 | 15.8 |
| Disagree | 160 | 12.6 |
| Agree | 346 | 27.2 |
| Strongly Agree | 464 | 36.5 |
| **20. Establishes a Climate That Encourages and Rewards Initiative and Responsible Risk-Taking** | | |
| Not Rated | 42 | 3.3 |
| Unable to Rate | 97 | 7.6 |
| Strongly Disagree | 236 | 18.6 |
| Disagree | 203 | 16.0 |
| Agree | 299 | 23.5 |
| Strongly Agree | 395 | 31.1 |

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

| Responses | Frequency | Percent |
|---|---|---|
| **21. Promotes Teamwork** | | |
| Not Rated | 38 | 3.0 |
| Unable to Rate | 87 | 6.8 |
| Strongly Disagree | 172 | 13.5 |
| Disagree | 177 | 13.9 |
| Agree | 319 | 25.1 |
| Strongly Agree | 479 | 37.7 |
| **22. Is Knowledgeable About the Work Area/Discipline** | | |
| Not Rated | 38 | 3.0 |
| Unable to Rate | 87 | 6.8 |
| Strongly Disagree | 105 | 8.3 |
| Disagree | 107 | 8.4 |
| Agree | 375 | 29.5 |
| Strongly Agree | 560 | 44.0 |
| **23. Is Knowledgeable About M-DCC Policies and Procedures** | | |
| Not Rated | 28 | 2.2 |
| Unable to Rate | 60 | 4.7 |
| Strongly Disagree | 58 | 4.6 |
| Disagree | 46 | 3.6 |
| Agree | 357 | 28.1 |
| Strongly Agree | 723 | 56.8 |
| **24. Is Knowledgeable About Characteristics of the M-DCC Student Body** | | |
| Not Rated | 69 | 5.4 |
| Unable to Rate | 116 | 9.1 |
| Strongly Disagree | 55 | 4.3 |
| Disagree | 63 | 5.0 |
| Agree | 345 | 27.1 |
| Strongly Agree | 624 | 49.1 |
| **25. Job Role** | | |
| *Blank* | 103 | 8.1 |
| Department Chair | 54 | 4.2 |
| Faculty | 405 | 31.8 |
| Professional Staff | 208 | 16.4 |
| Support Staff | 426 | 33.5 |
| Other Administrative | 76 | 6.0 |

Table 1
(continued)

Responses to Administrative Feedback Items
Spring, 1992

| Responses | Frequency | Percent |
|---|---|---|
| **26. Immediate Supervisor** | | |
| *Blank* | 96 | 7.5 |
| Miscoded | 2 | 0.2 |
| No | 710 | 55.8 |
| Yes | 464 | 36.5 |
| **27. Should You Provide Feedback in Future** | | |
| *Blank* | 96 | 7.5 |
| Miscoded | 12 | 0.9 |
| No | 183 | 14.4 |
| Yes | 981 | 77.1 |
| **28. Length of Survey** | | |
| *Blank* | 89 | 7.0 |
| Too Long | 41 | 3.2 |
| Too Short | 87 | 6.8 |
| Just Right | 1,055 | 82.9 |
| **29. Survey Process** | | |
| *Blank* | 88 | 6.9 |
| Miscoded | 1 | 0.1 |
| Needs Revision | 90 | 7.1 |
| Satisfactory | 1,093 | 85.9 |
| **30. Instructions Were** | | |
| *Blank* | 87 | 6.8 |
| Hard | 66 | 5.2 |
| Easy | 1,119 | 88.0 |
| **31. Forward Results When Less Than Four Responds** | | |
| *Blank* | 180 | 14.2 |
| Yes | 676 | 53.1 |
| No | 416 | 32.7 |

Table 2

Means and Standard Deviations of
Administrative Feedback
Spring, 1992

| Item | | Mean | Standard Deviation |
|---|---|---|---|
| 1. | Recognizes that the first constituency to be served is the M-DCC student and makes decisions accordingly | 3.10 | 1.19 |
| 2. | Supports the teaching/learning process | 3.00 | 1.32 |
| 3. | Provides authority, support, and resources when delegating tasks | 2.77 | 1.27 |
| 4. | Uses power equitably and appropriately | 2.66 | 1.28 |
| 5. | Accepts responsibility for the performance of the administrative unit | 2.88 | 1.32 |
| 6. | Uses leadership strategies that are appropriate for the situation | 2.65 | 1.27 |
| 7. | Fulfills responsibilities in a timely manner | 2.71 | 1.35 |
| 8. | Uses initiative and creativity in solving problems | 2.74 | 1.30 |
| 9. | Makes informed decisions | 2.76 | 1.27 |
| 10. | Effectively manages the expenditure of resources | 2.53 | 1.48 |
| 11. | Emphasizes the importance of student advisement | 2.46 | 1.61 |
| 12. | Emphasizes the importance of instruction | 2.78 | 1.45 |
| 13. | Functions effectively in a multi-cultural environment | 3.02 | 1.23 |
| 14. | Presents information clearly | 2.96 | 1.12 |
| 15. | Is approachable and listens actively | 2.88 | 1.19 |
| 16. | Treats all individuals with respect | 2.98 | 1.19 |
| 17. | Is receptive to feedback | 2.63 | 1.31 |
| 18. | Deals effectively with inappropriate behavior in a timely manner | 2.31 | 1.51 |
| 19. | Acknowledges and reinforces the strengths and achievements of others | 2.69 | 1.29 |
| 20. | Establishes a climate that encourages and rewards initiative and responsible risk-taking | 2.51 | 1.34 |
| 21. | Promotes teamwork | 2.72 | 1.30 |
| 22. | Is Knowledgeable about the work area/discipline | 2.95 | 1.26 |
| 23. | Is knowledgeable about M-DCC policies and procedures | 3.28 | 1.10 |
| 24. | Is knowledgeable about characteristics of the M-DCC student body | 3.06 | 1.28 |

Table 3

Pearson Correlation Coefficients
Items 1 - 24
Spring 1992, Administrative Feedback Survey

| Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | - | 60 | 56 | 61 | 59 | 61 | 55 | 61 | 64 | 53 | 53 | 58 | 55 | 61 | 56 | 59 | 55 | 52 | 59 | 58 | 57 | 54 | 52 | 55 |
| 2 | | - | 52 | 51 | 53 | 50 | 48 | 48 | 52 | 47 | 43 | 58 | 50 | 53 | 43 | 49 | 45 | 40 | 53 | 52 | 47 | 46 | 52 | 53 |
| 3 | | | - | 73 | 68 | 73 | 63 | 67 | 72 | 57 | 40 | 46 | 59 | 65 | 65 | 63 | 69 | 62 | 66 | 64 | 65 | 62 | 51 | 48 |
| 4 | | | | - | 67 | 78 | 60 | 71 | 73 | 57 | 44 | 50 | 60 | 68 | 68 | 68 | 72 | 61 | 69 | 70 | 70 | 59 | 52 | 47 |
| 5 | | | | | - | 71 | 66 | 67 | 72 | 59 | 44 | 49 | 61 | 65 | 58 | 60 | 64 | 60 | 62 | 58 | 62 | 66 | 56 | 52 |
| 6 | | | | | | - | 68 | 75 | 77 | 59 | 46 | 49 | 62 | 70 | 66 | 65 | 71 | 65 | 70 | 68 | 71 | 62 | 51 | 50 |
| 7 | | | | | | | - | 68 | 69 | 59 | 43 | 47 | 55 | 60 | 53 | 54 | 61 | 58 | 61 | 57 | 60 | 59 | 49 | 45 |
| 8 | | | | | | | | - | 75 | 59 | 45 | 47 | 61 | 67 | 61 | 60 | 66 | 62 | 64 | 65 | 63 | 62 | 48 | 46 |
| 9 | | | | | | | | | - | 63 | 45 | 50 | 62 | 68 | 65 | 63 | 69 | 63 | 68 | 64 | 66 | 65 | 54 | 53 |
| 10 | | | | | | | | | | - | 41 | 44 | 50 | 53 | 48 | 48 | 52 | 56 | 55 | 54 | 56 | 52 | 49 | 46 |
| 11 | | | | | | | | | | | - | 63 | 46 | 44 | 42 | 41 | 45 | 44 | 46 | 47 | 46 | 48 | 40 | 52 |
| 12 | | | | | | | | | | | | - | 49 | 52 | 43 | 48 | 43 | 41 | 54 | 56 | 51 | 48 | 49 | 58 |
| 13 | | | | | | | | | | | | | - | 66 | 58 | 64 | 59 | 49 | 61 | 60 | 58 | 57 | 55 | 54 |
| 14 | | | | | | | | | | | | | | - | 65 | 66 | 64 | 55 | 67 | 62 | 63 | 60 | 56 | 50 |
| 15 | | | | | | | | | | | | | | | - | 76 | 78 | 59 | 69 | 63 | 67 | 56 | 45 | 41 |
| 16 | | | | | | | | | | | | | | | | - | 71 | 56 | 69 | 63 | 66 | 56 | 49 | 49 |
| 17 | | | | | | | | | | | | | | | | | - | 65 | 70 | 67 | 70 | 63 | 45 | 41 |
| 18 | | | | | | | | | | | | | | | | | | - | 57 | 61 | 59 | 58 | 41 | 40 |
| 19 | | | | | | | | | | | | | | | | | | | - | 74 | 71 | 57 | 54 | 50 |
| 20 | | | | | | | | | | | | | | | | | | | | - | 69 | 56 | 47 | 48 |
| 21 | | | | | | | | | | | | | | | | | | | | | - | 62 | 49 | 43 |
| 22 | | | | | | | | | | | | | | | | | | | | | | - | 54 | 48 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | - | 66 |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | - |
| Communality | .62 | .53 | .69 | .74 | .70 | .78 | .63 | .72 | .77 | .52 | .65 | .69 | .58 | .68 | .82 | .83 | .79 | .60 | .75 | .77 | .68 | .62 | .74 | .66 |





ABS008 4

Table 4

Factor Results of Spring Term Administrative Feedback Survey
Based on Weightings of .30 or Above

**Factor 1: General Administration Competence**

.76 Uses creativity in solving problems (Item 8)
.74 Fulfills responsibilities on time (Item 7)
.73 Makes informed decisions (Item 9)
.69 Uses appropriate leadership strategies (Item 6)
.67 Accepts responsibility for unit (Item 5)
.63 Deals with inappropriate behavior (Item 18)
.59 Effectively manages resources (Item 10)
.59 Provides support when delegating tasks (Item 3)
.53 Knowledgeable about work area (Item 22)
.49 Uses power equitably and appropriately (Item 4)
.37 Is receptive to feedback (Item 17)*
.35 Presents information clearly (Item 14)*
.33 Promotes teamwork (Item 21)*

**Factor 2: Interpersonal Skills**

.88 Is approachable & listens actively (Item 15)
.71 Treats all individuals with respect (Item 16)
.61 Is receptive to feedback (Item 17)*
.34 Acknowledges others' strengths (Item 19)*
.33 Promotes teamwork (Item 21)*
.30 Presents information clearly (Item 14)*

**Factor 3: Support of College Mission**

.78 Emphasizes student advisement (Item 11)
.65 Emphasizes instruction (Item 12)
.34 Recognizes student is first constituency (Item 1)

**Factor 4: Knowledge Base**

.82 Knowledgeable about policies/procedures (Item 23)
.56 Knowledgeable about student body (Item 24)

**Factor 5: Motivation**

.52 Climate encourages risk-taking (Item 20)
.37 Acknowledges others' strengths (Item 19)*

*This item is included in more than one factor.

Note: Item 13 (Effective in a multi-cultural environment) and Item 2 (supports Teaching/Learning) failed to load at .30 or above on any factor. The highest loading for Item 13 was .27 on Factor 2. The highest loading for Item 2 was .27 on Factor 3.

AB93008.5

Table 5

Inter-Factor Correlations and Factor Weights

| | Factors | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Factor 1 | - | 74 | 58 | 61 | 59 |
| Factor 2 | | - | 50 | 51 | 57 |
| Factor 3 | | | - | 59 | 47 |
| Factor 4 | | | | - | 41 |
| Factor 5 | | | | | - |

Variance Explained by Each Factor Eliminating Other Factors

| | | | | | |
|---|---|---|---|---|---|
| Weighted | 5.63 | 4.38 | 2.19 | 2.22 | 1.27 |
| Unweighted | 1.66 | 0.98 | 0.75 | 0.67 | 0.31 |

Table 6

Number of Survey Responses Received

| Count | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|---|---|---|---|---|
| 0 | 85 | 30.0 | 85 | 30.0 |
| 1 | 64 | 22.6 | 149 | 52.7 |
| 2 | 30 | 10.6 | 179 | 63.3 |
| 3 | 24 | 8.5 | 203 | 71.7 |
| 4 | 18 | 6.4 | 221 | 78.1 |
| 5 | 8 | 2.8 | 229 | 80.9 |
| 6 | 8 | 2.8 | 237 | 83.7 |
| 7 | 5 | 1.8 | 242 | 85.5 |
| 8 | 5 | 1.8 | 247 | 87.3 |
| 9 | 6 | 2.1 | 253 | 89.4 |
| 10 | 3 | 1.1 | 256 | 90.5 |
| 11 | 1 | 0.4 | 257 | 90.8 |
| 12 | 1 | 0.4 | 258 | 91.2 |
| 13 | 2 | 0.7 | 260 | 91.9 |
| 14 | 5 | 1.8 | 265 | 93.6 |
| 15 | 1 | 0.4 | 266 | 94.0 |
| 16 | 2 | 0.7 | 268 | 94.7 |
| 17 | 3 | 1.1 | 271 | 95.8 |
| 18 | 2 | 0.7 | 273 | 96.5 |
| 19 | 1 | 0.4 | 274 | 96.8 |
| 23 | 1 | 0.4 | 275 | 97.2 |
| 25 | 1 | 0.4 | 276 | 97.5 |
| 26 | 1 | 0.4 | 277 | 97.9 |
| 28 | 1 | 0.4 | 278 | 98.2 |
| 42 | 1 | 0.4 | 279 | 98.6 |
| 41 | 1 | 0.4 | 280 | 98.9 |
| 73 | 1 | 0.4 | 281 | 99.3 |
| 88 | 1 | 0.4 | 282 | 99.6 |
| 129 | 1 | 0.4 | 283 | 100.0 |

Table 7

Summary of Administrators Survey Results
College-Wide

| Question | Agree | | Disagree | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| **Distributing the Feedback Survey to Respondents:** | | | | |
| 1. I believe the approach that was used to distribute the surveys will work in the future. | 29 | 62 | 18 | 38 |
| 2. I would support a feasibility study to test the use of a system similar to STAR instead of paper and pencil to respond to the feedback survey (in much the same way that students register over the phone). | 25 | 56 | 20 | 44 |
| 3. I think that some people filled out more than one survey on me. | 7 | 16 | 37 | 84 |
| 4. I think some of the responses I received were from people who were not in my administrative unit. | 15 | 34 | 29 | 66 |
| **The Survey Items and Comments Section:** | | | | |
| 5. Most items included in the survey are relevant to my job. (Note any exceptions below) | 43 | 91 | 4 | 9 |
| 6. Getting feedback from these items will help me know how well I am performing. | 38 | 81 | 9 | 19 |
| 7. Getting feedback from these items will help me know where I need to make changes in my job performance. | 38 | 81 | 9 | 19 |
| 8. I am satisfied with the way the comments section was handled. | 24 | 56 | 19 | 44 |
| **The Feedback Report:** | | | | |
| 9. I received a report containing some survey results. | 39 | 83 | 8 | 17 |
| 10. The information contained in the report was easy to understand. | 38 | 86 | 6 | 14 |
| 11. The number of people responding was so low that the feedback had little meaning to me. | 23 | 55 | 19 | 45 |
| 12. I would like the report to provide data which compare my results to other administrators'. | 34 | 77 | 10 | 23 |

Appendix A

## ADMINISTRATOR EXCELLENCE AT MIAMI-DADE COMMUNITY COLLEGE

## SUMMARY STATEMENTS

### LEADERSHIP/SUPERVISION

Excellent administrators at Miami-Dade Community College:

- Recognize that the first constituency to be served is the M-DCC student and make decisions accordingly.
- Actively seek the resources necessary to support institutional programs, services and goals.
- Use power equitably and appropriately.
- Accept responsibility for their own performance.
- Exhibit positive behavior which they encourage in others.
- Use leadership strategies that are appropriate to the situation.
- Respond to community needs and issues in ways that are consistent with M-DCC's mission.

In addition, excellent administrators at M-DCC with supervisory responsibilities:

- Provide leadership for the development, implementation, and evaluation of the teaching and learning process.
- Actively seek students and personnel who reflect the diversity of the community and provide opportunities for their growth.
- Accept responsibility for the performance of their administrative unit.

### PROFESSIONAL PERFORMANCE

Excellent administrators at Miami-Dade Community College:

- Consistently apply M-DCC philosophy and values when making decisions.
- Fulfill their responsibilities in a timely manner.
- Demonstrate integrity and ethics worthy of public trust.
- Act within the role and scope of their responsibilities.
- Use initiative and creativity in solving problems.
- Ensure that planning is a continuous process.
- Make informed decisions.
- Represent the institution in a professional manner.

AB92005
5/4/92

Excellent academic and student services administrators at M-DCC:

- Emphasize the importance and value of advisement and of instruction.

In addition, excellent administrators at M-DCC with supervisory responsibilities:

- Effectively manage the expenditure of resources.

**INTERPERSONAL SKILLS**

Excellent administrators at Miami-Dade Community College:

- Communicate clearly and effectively with students, colleagues and members of the community.
- Function effectively in a multicultural environment.
- Are approachable and listen actively.
- Treat all individuals with respect.
- Are receptive to feedback.
- Deal effectively with inappropriate behavior in a timely manner.

**MOTIVATION**

Excellent administrators at Miami-Dade Community College:

- Acknowledge and reinforce the strengths and achievements of others.
- Establish a climate that encourages and rewards initiative and responsible risk-taking.
- Promote teamwork.
- Provide an environment that encourages members of the administrative unit to achieve goals.

**KNOWLEDGE BASE**

Excellent administrators at Miami-Dade Community College:

- Are knowledgeable about their work areas and/or disciplines.
- Are knowledgeable about the way in which their own performance supports teaching and learning.
- Are knowledgeable about characteristics of the M-DCC student body.
- Are knowledgeable about M-DCC policies and procedures.

## Appendix B

## Administrator Feedback Survey and Directions for Completion

April 2, 1992

Dear M-DCC employee:

The enclosed materials are being sent to you so you can participate in a pilot of the Administrator Feedback Survey and process. The survey has been developed by the Administrator Advancement Subcommittee of the Teaching/Learning Project and is based on the Statement of Administrator Excellence.

The purpose of this survey is to gather information from personnel who work for the administrators being reviewed. The survey results will be summarized in a report and, during this pilot phase, returned only to the administrator being reviewed. It is expected that this information will help the administrator (1) judge how well he/she is performing, (2) uncover areas where growth might occur, and (3) prepare for annual performance reviews. Thus, the process of obtaining and using the information is somewhat analogous to the student feedback survey process for faculty.

You may provide feedback on the following administrators:

1. The College President, Dr. Robert McCabe
2. Your Campus President (campus employees) or District Vice-President (district employees)
3. Your immediate supervisor
4. Your immediate supervisor's supervisor, etc., up through the chain-of-command in your area

For example, a mathematics faculty member on South campus could complete surveys on the Department Chairperson, Associate Dean of Natural Sciences, Academic Dean, Campus President, and College President. A district example would be a programmer who could complete surveys on: their supervising analyst and, if appropriate, on the Assistant Director of Computer Applications Programming (CAP); Director of CAP; Director of Computer Services; Vice-President for Administrative Services, and the College President.

To participate in the survey process, complete the following steps. <u>You have two weeks to complete and return the survey. You may use either pen (black or blue only) or pencil to respond</u>.

1. Find the name and four-digit identification number of the administrator you wish to review first on the enclosed list. This ID number is critical. Without it, the administrator will not receive your feedback.

2. Write the 4-digit identification number in spaces A-D of the identification number box in the lower left-hand corner of the answer sheet. Then bubble-in the corresponding circles below it (see example). Again, the administrator will not receive your feedback unless the numbers are bubbled as well as written.

3. Complete the survey, skipping any questions that you feel do not apply to the administrator being reviewed.

4. If you wish to address comments to the administrator, write the four-digit ID number at the top of the administrator comments form then write in your comments. Comments about the survey and the survey process should be placed on the second comments sheet. Detach all comments sheets and place them with the answer sheet.

5. Select the next administrator you wish to review and follow the same process.

6. When you have finished, check to make sure the identification numbers are correct, then securely seal all answer and comment sheets used in a 9" x 12" inter-office envelope. Address the envelope to the Testing Center on your campus (Homestead respondents should mail their surveys to Nancy Adkinson, Room 1233). Write "Confidential" and "Survey Results" on the envelope. Make sure the answer sheet is not folded. Bent answer sheets cannot be read by the scanner.

At the end of the pilot, the administrators will receive your comments, an overall summary report, and summaries based on level of supervision (see item 26) and role (see item 25) if at least four people respond. Otherwise, the administrator will not see the results as a way of preserving respondents' anonymity. If you want your feedback to go forward to the administrator whatever the number of responses, please indicate this at the appropriate place on the survey.

If you have questions, please call one of the following:

| | |
|---|---|
| Marcia Belcher, committe member (District) | 7-7445 |
| Cary Ser, committee member (South/Homestead) | 7-2254 |
| Arturo Sosa, committee member (Wolfson/InterAmerican) | 7-3830 |
| Testing Center - North Campus | 7-1015 |
| Testing Center - South Campus | 7-2341 |
| Testing Center - Wolfson Campus | 7-3012 |
| Testing Center - Medical Campus | 7-4331 |

Thank you for your participation.

**SURVEYS NOT RETURNED BY APRIL 24 WILL NOT BE PROCESSED.**

MJB:ab
enc.

# 91-2 PILOT

## ADMINISTRATOR PERFORMANCE REVIEW

## FEEDBACK INSTRUMENT

DIRECTIONS: Think about the administrator's performance over the past year. Then read each item and indicate the extent of your agreement with each statement. If you feel unable to rate the administrator on the item, please mark (E). The response options for items 1-24 are:

**(A) Strongly agree**
**(B) Agree**
**(C) Disagree**
**(D) Strongly Disagree**
**(E) Unable to rate**

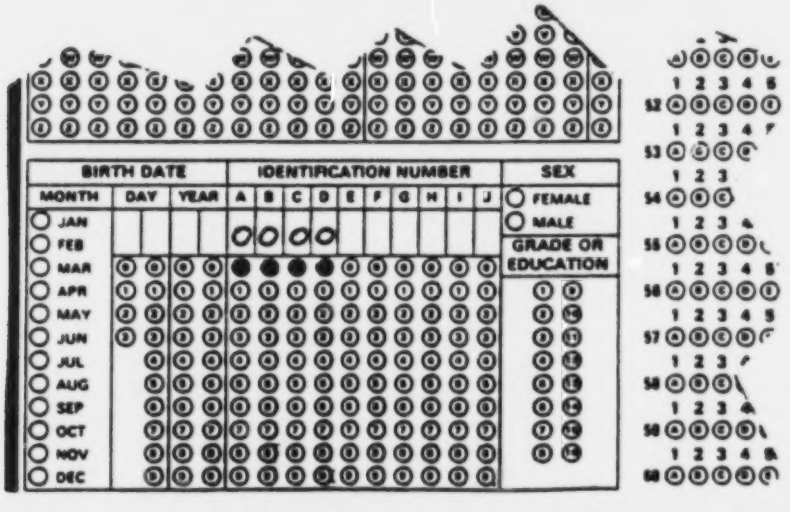
**Items which do not apply to the administrator should be skipped and left blank.**

For each response chosen, fully darken the circle. You may use either a pencil or blue or black pens to mark the answer sheet. However, you may not make any changes if you use a pen. Completely erase any changes you make with pencil before selecting a new response. You may select only one response for each item.

Attached to this feedback instrument are two sheets for your comments. One is for your comments on the administrator's performance. These comments will be forwarded by your campus testing department to the administrator being reviewed. The other sheet is for general comments on the pilot process and instrument items and will go the Administrator Advancement Subcommittee. If you make comments, please detach those sheets and RETURN THEM WITH THE COMPLETED ANSWER SHEET TO YOUR CAMPUS TESTING CENTER. Otherwise, return only the answer sheets.

## PLEASE DO NOT FOLD THE ANSWER SHEET

Make sure you find the identification number of the administrator being reviewed and mark it on the answer sheet as shown by the example below:




**SAMPLE ID NUMBER**

39

## ADMINISTRATOR PERFORMANCE REVIEW
## FEEDBACK SURVEY

**USE THESE RESPONSES TO ANSWER THE FOLLOWING ITEMS:**

| | | | |
|---|---|---|---|
| (A) | Strongly agree | (D) | Strongly Disagree |
| (B) | Agree | (E) | Unable to rate |
| (C) | Disagree | | |

**Items which do not apply to the administrator should be skipped and left blank.**

1. Recognizes that the first constituency to be served is the M-DCC student and makes decisions accordingly.
2. Supports the teaching/learning process.
3. Provides authority, support, and resources when delegating tasks.
4. Uses power equitably and appropriately.
5. Accepts responsibility for the performance of the administrative unit.
6. Uses leadership strategies that are appropriate for the situation.
7. Fulfills responsibilities in a timely manner.
8. Uses initiative and creativity in solving problems.
9. Makes informed decisions.
10. Effectively manages the expenditure of resources.
11. Emphasizes the importance of student advisement.
12. Emphasizes the importance of instruction.
13. Functions effectively in a multi-cultural environment.
14. Presents information clearly.
15. Is approachable and listens actively.
16. Treats all individuals with respect.
17. Is receptive to feedback.
18. Deals effectively with inappropriate behavior in a timely manner.
19. Acknowledges and reinforces the strengths and achievements of others.
20. Establishes a climate that encourages and rewards initiative and responsible risk-taking.
21. Promotes teamwork.
22. Is knowledgeable about the work area/discipline.
23. Is knowledgeable about M-DCC policies and procedures.
24. Is knowledgeable about characteristics of the M-DCC student body.

(continued)

## MISCELLANEOUS ITEMS

25. What is your job role?
    A. Support/Classified Staff
    B. Professional Staff
    C. Faculty (not department chair)
    D. Department Chair
    E. Other Administrator

26. Is the person being reviewed your immediate supervisor?
    A. Yes
    B. No

27. In the future do you think you should provide feedback for this person's annual Performance Review?
    A. Yes
    B. No

28. The length of this instrument was:
    A. Just about right
    B. too short--needed more items (**PLEASE COMMENT ON ATTACHED SHEET**)
    C. too long--needed fewer items (**PLEASE COMMENT ON ATTACHED SHEET**)

29. The process of receiving, completing, and returning the documents associated with this pilot:
    A. Was satisfactory
    B. Needs to be revised (**PLEASE COMMENT ON ATTACHED SHEET**)

30. The instructions for this pilot were:
    A. Easy to understand
    B. Hard to understand (**PLEASE COMMENT ON ATTACHED SHEET**)

31. If fewer than four members of the administrative unit provide feedback, the results will not be forwarded to that administrator in order to preserve the anonymity of the participants. However, you may choose to have the administrator review a report containing your responses even if fewer than four responses are received. Please indicate your choice below:

    A. Do <u>NOT</u> forward my responses unless at least four people respond.
    B. Send the administrator a report containing my survey responses <u>even if</u> fewer than four responses are received.

ab
3/92

RESPONSES FOR TOTAL GROUP

ADMINISTRATOR: RESPONSES FOR INVALID PINS

ID NUMBER: 0000

JOB TITLE:

CAMPUS:

HOME ACCOUNT:

DEPARTMENT NAME:

RESPONSE COUNT: 73





Appendix C

Sample Feedback Report Based on Responses With No PIN Number

RESPONSES FOR TOTAL GROUP

| | |
|---|---|
| ADMINISTRATOR: RESPONSES FOR INVALID PINS | HOME ACCOUNT: |
| JOB TITLE: | ID NUMBER: 0000 |
| DEPARTMENT NAME: | RESPONSE COUNT: 73 |

BELOW YOU WILL FIND THE FREQUENCY COUNT AND PERCENTAGE SELECTING EACH RESPONSE FOR ALL OF THE MULTIPLE-CHOICE ITEMS INCLUDED IN THE PILOT SURVEY OF ADMINISTRATIVE FEEDBACK. THE PERCENTAGES FOR EACH ITEM ARE CALCULATED BASED ON THE NUMBER WHO ANSWERED THE ITEM AND SHOULD ADD UP TO %100. COMMENTS ARE RETURNED SEPARATELY.

| RESPONSES FOR TOTAL GROUP | STRONGLY AGREE N | STRONGLY AGREE % | AGREE N | AGREE % | DISAGREE N | DISAGREE % | STRONGLY DISAGREE N | STRONGLY DISAGREE % | UNABLE TO RATE N | UNABLE TO RATE % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 RECOGNIZES THAT THE FIRST CONSTITUENCY TO BE SERVED IS THE M-DCC STUDENT AND MAKES DECISIONS ACCOORDINGLY | 48 | 67.6 | 11 | 15.5 | 4 | 5.6 | 4 | 5.6 | 4 | 5.6 | 71 |
| 2 SUPPORTS THE TEACHING/LEARNING PROCESS. | 48 | 67.6 | 8 | 11.3 | 1 | 1.4 | 3 | 4.2 | 11 | 15.5 | 71 |
| 3 PROVIDES AUTHORITY, SUPPORT, AND RESOURCES WHEN DELEGATING TASKS. | 41 | 56.2 | 9 | 12.3 | 10 | 13.7 | 6 | 8.2 | 7 | 9.6 | 73 |
| 4 USES POWER EQUITABLY AND APPROPRIATELY. | 38 | 52.8 | 11 | 15.3 | 7 | 9.7 | 12 | 16.7 | 4 | 5.6 | 72 |
| 5 ACCEPTS RESPONSIBILITY FOR THE PERFORMANCE OF THE ADMINISTRATIVE UNIT. | 41 | 57.7 | 15 | 21.1 | 6 | 8.5 | 5 | 7.0 | 4 | 5.6 | 71 |
| 6 USES LEADERSHIP STRATEGIES THAT ARE APPROPRIATE FOR THE SITUATION. | 35 | 48.6 | 17 | 23.6 | 7 | 9.7 | 11 | 15.3 | 2 | 2.8 | 72 |
| 7 FULFILLS RESPONSIBILITIES IN A TIMELY MANNER. | 33 | 45.8 | 23 | 31.9 | 7 | 9.7 | 5 | 6.9 | 4 | 5.6 | 72 |
| 8 USES INITIATIVE AND CREATIVITY IN SOLVING PROBLEMS. | 34 | 47.2 | 18 | 25.0 | 10 | 13.9 | 6 | 8.3 | 4 | 5.6 | 72 |
| 9 MAKES INFORMED DECISIONS. | 31 | 42.5 | 19 | 26.0 | 10 | 13.7 | 9 | 12.3 | 4 | 5.5 | 73 |
| 10 EFFECTIVELY MANAGES THE EXPENDITURE OF RESOURCES. | 25 | 35.7 | 13 | 18.6 | 13 | 18.6 | 6 | 8.6 | 13 | 18.6 | 70 |
| 11 EMPHASIZES THE IMPORTANCE OF STUDENT ADVISEMENT. | 37 | 56.9 | 11 | 16.9 | 5 | 7.7 | 2 | 3.1 | 10 | 15.4 | 65 |
| 12 EMPHASIZES THE IMPORTANCE OF INSTRUCTION. | 34 | 54.0 | 13 | 20.6 | 2 | 3.2 | 4 | 6.3 | 10 | 15.9 | 63 |
| 13 FUNCTIONS EFFECTIVELY IN A MULTI-CULTURAL ENVIRONMENT. | 35 | 54.7 | 15 | 23.4 | 7 | 10.9 | 3 | 4.7 | 4 | 6.3 | 64 |

| RESPONSES FOR TOTAL GROUP | STRONGLY AGREE N | % | AGREE N | % | DISAGREE N | % | STRONGLY DISAGREE N | % | UNABLE TO RATE N | % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 PRESENTS INFORMATION CLEARLY. | 28 | 43.1 | 24 | 36.9 | 7 | 10.8 | 5 | 7.7 | 1 | 1.5 | 65 |
| 15 IS APPROACHABLE AND LISTENS ACTIVELY. | 35 | 54.7 | 12 | 18.8 | 6 | 9.4 | 9 | 14.1 | 2 | 3.1 | 64 |
| 16 TREATS ALL INDIVIDUALS WITH RESPECT. | 33 | 50.8 | 14 | 21.5 | 7 | 10.8 | 9 | 13.8 | 2 | 3.1 | 65 |
| 17 IS RECEPTIVE TO FEEDBACK. | 31 | 50.0 | 13 | 21.0 | 6 | 9.7 | 9 | 14.5 | 3 | 4.8 | 62 |
| 18 DEALS EFFECTIVELY WITH INAPPROPRIATE BEHAVIOR IN A TIMELY MANNER. | 25 | 39.1 | 11 | 17.2 | 7 | 10.9 | 8 | 12.5 | 13 | 20.3 | 64 |
| 19 ACKNOWLEDGES AND REINFORCES THE STRENGTHS AND ACHIEVEMENTS OF OTHERS. | 32 | 49.2 | 12 | 18.5 | 8 | 12.3 | 10 | 15.4 | 3 | 4.6 | 65 |
| 20 ESTABLISHES A CLIMATE THAT ENCOURAGES AND REWARDS INITIATIVE AND RESPONSIBLE RISK-TAKING | 24 | 37.5 | 13 | 20.3 | 12 | 18.8 | 11 | 17.2 | 4 | 6.3 | 64 |
| 21 PROMOTES TEAMWORK. | 32 | 50.0 | 14 | 21.9 | 6 | 9.4 | 7 | 10.9 | 5 | 7.8 | 64 |
| 22 IS KNOWLEDGEABLE ABOUT THE WORK AREA/DISCIPLINE. | 29 | 45.3 | 19 | 29.7 | 4 | 6.3 | 6 | 9.4 | 6 | 9.4 | 64 |
| 23 IS KNOWLEDGEABLE ABOUT M-DCC POLICIES AND PROCEDURES. | 40 | 60.6 | 16 | 24.2 | 3 | 4.5 | 2 | 3.0 | 5 | 7.6 | 66 |
| 24 IS KNOWLEDGEABLE ABOUT CHARACTERISTICS OF THE M-DCC STUDENT BODY. | 36 | 56.3 | 15 | 23.4 | 3 | 4.7 | 0 | 0.0 | 10 | 15.6 | 64 |

| | SUPPORT/ CLASSIFIED N | % | PROFESSIONAL /ADMIN N | % | FACULTY N | % | DEPARTMENT CHAIR N | % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|
| 25 WHAT IS YOUR JOB ROLE? | 33 | 56.9 | 9 | 15.5 | 15 | 25.9 | 1 | 1.7 | 58 |

| | YES N | % | NO N | % | COUNT N |
|---|---|---|---|---|---|
| 26 IS THE PERSON BEING REVIEWED YOUR IMMEDIATE SUPERVISOR? | 26 | 43.3 | 34 | 56.7 | 60 |

THOSE WHO INDICATED YOU WERE NOT THEIR IMMEDIATE SUPERVISOR

ADMINISTRATOR RESPONSES FOR INVALID PINS

ID NUMBER 0000

JOB TITLE

CAMPUS

HOME ACCOUNT

DEPARTMENT NAME

RESPONSE COUNT 34

THOSE WHO INDICATED YOU WERE NOT THEIR IMMEDIATE SUPERVISOR

| | |
|---|---|
| ADMINISTRATOR RESPONSES FOR INVALID PINS | HOME ACCOUNT: |
| JOB TITLE | ID NUMBER: 0000 |
| DEPARTMENT NAME | RESPONSE COUNT: 34 |

BELOW YOU WILL FIND THE FREQUENCY COUNT AND PERCENTAGE SELECTING EACH RESPONSE FOR ALL OF THE MULTIPLE-CHOICE ITEMS INCLUDED IN THE PILOT SURVEY OF ADMINISTRATIVE FEEDBACK. THE PERCENTAGES FOR EACH ITEM ARE CALCULATED BASED ON THE NUMBER WHO ANSWERED THE ITEM AND SHOULD ADD UP TO %100. COMMENTS ARE RETURNED SEPARATELY.

| THOSE WHO INDICATED YOU WERE NOT THEIR IMMEDIATE SUPERVISOR | STRONGLY AGREE N | STRONGLY AGREE % | AGREE N | AGREE % | DISAGREE N | DISAGREE % | STRONGLY DISAGREE N | STRONGLY DISAGREE % | UNABLE TO RATE N | UNABLE TO RATE % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 RECOGNIZES THAT THE FIRST CONSTITUENCY TO BE SERVED IS THE M-DCC STUDENT AND MAKES DECISIONS ACCOORDINGLY | 22 | 64.7 | 7 | 20.6 | 1 | 2.9 | 3 | 8.8 | 1 | 2.9 | 34 |
| 2 SUPPORTS THE TEACHING/LEARNING PROCESS | 23 | 69.7 | 5 | 15.2 | 0 | 0.0 | 1 | 3.0 | 4 | 12.1 | 33 |
| 3 PROVIDES AUTHORITY, SUPPORT, AND RESOURCES WHEN DELEGATING TASKS | 18 | 52.9 | 4 | 11.8 | 3 | 8.8 | 2 | 5.9 | 7 | 20.6 | 34 |
| 4 USES POWER EQUITABLY AND APPROPRIATELY | 14 | 42.4 | 7 | 21.2 | 3 | 9.1 | 6 | 18.2 | 3 | 9.1 | 33 |
| 5 ACCEPTS RESPONSIBILITY FOR THE PERFORMANCE OF THE ADMINISTRATIVE UNIT | 16 | 48.5 | 10 | 30.3 | 1 | 3.0 | 3 | 9.1 | 3 | 9.1 | 33 |
| 6 USES LEADERSHIP STRATEGIES THAT ARE APPROPRIATE FOR THE SITUATION | 14 | 42.4 | 9 | 27.3 | 3 | 9.1 | 5 | 15.2 | 2 | 6.1 | 33 |
| 7 FULFILLS RESPONSIBILITIES IN A TIMELY MANNER | 13 | 39.4 | 11 | 33.3 | 3 | 9.1 | 2 | 6.1 | 4 | 12.1 | 33 |
| 8 USES INITIATIVE AND CREATIVITY IN SOLVING PROBLEMS | 14 | 42.4 | 8 | 24.2 | 6 | 18.2 | 1 | 3.0 | 4 | 12.1 | 33 |
| 9 MAKES INFORMED DECISIONS | 14 | 41.2 | 7 | 20.6 | 6 | 17.6 | 4 | 11.8 | 3 | 8.8 | 34 |
| 10 EFFECTIVELY MANAGES THE EXPENDITURE OF RESOURCES | 12 | 38.7 | 5 | 16.1 | 5 | 16.1 | 3 | 9.7 | 6 | 19.4 | 31 |
| 11 EMPHASIZES THE IMPORTANCE OF STUDENT ADVISEMENT | 19 | 65.5 | 3 | 10.3 | 4 | 13.8 | 1 | 3.4 | 2 | 6.9 | 29 |
| 12 EMPHASIZES THE IMPORTANCE OF INSTRUCTION | 18 | 56.3 | 7 | 21.9 | 1 | 3.1 | 3 | 9.4 | 3 | 9.4 | 32 |
| 13 FUNCTIONS EFFECTIVELY IN A MULTI-CULTURAL ENVIRONMENT | 16 | 50.0 | 10 | 31.3 | 2 | 6.3 | 2 | 6.3 | 2 | 6.3 | 32 |





51

| THOSE WHO INDICATED YOU WERE NOT THEIR IMMEDIATE SUPERVISOR | STRONGLY AGREE N | % | AGREE N | % | DISAGREE N | % | STRONGLY DISAGREE N | % | UNABLE TO RATE N | % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 PRESENTS INFORMATION CLEARLY | 15 | 45.5 | 11 | 33.3 | 4 | 12.1 | 2 | 6.1 | 1 | 3.0 | 33 |
| 15 IS APPROACHABLE AND LISTENS ACTIVELY | 16 | 50.0 | 5 | 15.6 | 3 | 9.4 | 6 | 18.8 | 2 | 6.3 | 32 |
| 16 TREATS ALL INDIVIDUALS WITH RESPECT | 15 | 45.5 | 8 | 24.2 | 5 | 15.2 | 4 | 12.1 | 1 | 3.0 | 33 |
| 17 IS RECEPTIVE TO FEEDBACK | 14 | 46.7 | 5 | 16.7 | 2 | 6.7 | 7 | 23.3 | 2 | 6.7 | 30 |
| 18 DEALS EFFECTIVELY WITH INAPPROPRIATE BEHAVIOR IN A TIMELY MANNER | 11 | 34.4 | 4 | 12.5 | 4 | 12.5 | 2 | 6.3 | 11 | 34.4 | 32 |
| 19 ACKNOWLEDGES AND REINFORCES THE STRENGTHS AND ACHIEVEMENTS OF OTHERS | 14 | 42.4 | 6 | 18.2 | 3 | 9.1 | 8 | 24.2 | 2 | 6.1 | 33 |
| 20 ESTABLISHES A CLIMATE THAT ENCOURAGES AND REWARDS INITIATIVE AND RESPONSIBLE RISK-TAKING | 12 | 36.4 | 6 | 18.2 | 6 | 18.2 | 7 | 21.2 | 2 | 6.1 | 33 |
| 21 PROMOTES TEAMWORK | 15 | 46.9 | 7 | 21.9 | 2 | 6.3 | 4 | 12.5 | 4 | 12.5 | 32 |
| 22 IS KNOWLEDGEABLE ABOUT THE WORK AREA/DISCIPLINE | 14 | 43.8 | 8 | 25.0 | 2 | 6.3 | 3 | 9.4 | 5 | 15.6 | 32 |
| 23 IS KNOWLEDGEABLE ABOUT M-DCC POLICIES AND PROCEDURES | 22 | 64.7 | 8 | 23.5 | 1 | 2.9 | 0 | 0.0 | 3 | 8.8 | 34 |
| 24 IS KNOWLEDGEABLE ABOUT CHARACTERISTICS OF THE M-DCC STUDENT BODY | 16 | 48.5 | 11 | 33.3 | 2 | 6.1 | 0 | 0.0 | 4 | 12.1 | 33 |

| | SUPPORT/ CLASSIFIED N | % | PROFESSIONAL /ADMIN N | % | FACULTY N | % | DEPARTMENT CHAIR N | % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|
| 25 WHAT IS YOUR JOB ROLE? | 18 | 56.3 | 5 | 15.6 | 9 | 28.1 | 0 | 0.0 | 32 |

| | YES N | % | NO N | % | COUNT N |
|---|---|---|---|---|---|
| 26 IS THE PERSON BEING REVIEWED YOUR IMMEDIATE SUPERVISOR? | 0 | 0.0 | 34 | 100.0 | 34 |



BEST COPY AVAILABLE

THOSE WHO INDICATED YOU WERE THEIR IMMEDIATE SUPERVISOR

ADMINISTRATOR: RESPONSES FOR INVALID PINS

ID NUMBER: 0000

JOB TITLE:

CAMPUS:

HOME ACCOUNT:

DEPARTMENT NAME:

RESPONSE COUNT: 26

THOSE WHO INDICATED YOU WERE THEIR IMMEDIATE SUPERVISOR

| | |
|---|---|
| ADMINISTRATOR RESPONSES FOR INVALID PINS | HOME ACCOUNT: |
| JOB TITLE | ID NUMBER: 0000 |
| DEPARTMENT NAME | RESPONSE COUNT: 26 |

BELOW YOU WILL FIND THE FREQUENCY COUNT AND PERCENTAGE SELECTING EACH RESPONSE FOR ALL OF THE MULTIPLE-CHOICE ITEMS INCLUDED IN THE PILOT SURVEY OF ADMINISTRATIVE FEEDBACK. THE PERCENTAGES FOR EACH ITEM ARE CALCULATED BASED ON THE NUMBER WHO ANSWERED THE ITEM AND SHOULD ADD UP TO %100. COMMENTS ARE RETURNED SEPARATELY.

| THOSE WHO INDICATED YOU WERE THEIR IMMEDIATE SUPERVISOR | STRONGLY AGREE N | STRONGLY AGREE % | AGREE N | AGREE % | DISAGREE N | DISAGREE % | STRONGLY DISAGREE N | STRONGLY DISAGREE % | UNABLE TO RATE N | UNABLE TO RATE % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 RECOGNIZES THAT THE FIRST CONSTITUENCY TO BE SERVED IS THE M-DCC STUDENT AND MAKES DECISIONS ACCOORDINGLY. | 18 | 75.0 | 3 | 12.5 | 2 | 8.3 | 1 | 4.2 | 0 | 0.0 | 24 |
| 2 SUPPORTS THE TEACHING/LEARNING PROCESS. | 16 | 64.0 | 3 | 12.0 | 1 | 4.0 | 2 | 8.0 | 3 | 12.0 | 25 |
| 3 PROVIDES AUTHORITY, SUPPORT, AND RESOURCES WHEN DELEGATING TASKS | 13 | 50.0 | 5 | 19.2 | 6 | 23.1 | 2 | 7.7 | 0 | 0.0 | 26 |
| 4 USES POWER EQUITABLY AND APPROPRIATELY. | 15 | 57.7 | 3 | 11.5 | 4 | 15.4 | 4 | 15.4 | 0 | 0.0 | 26 |
| 5 ACCEPTS RESPONSIBILITY FOR THE PERFORMANCE OF THE ADMINISTRATIVE UNIT. | 15 | 60.0 | 5 | 20.0 | 4 | 16.0 | 1 | 4.0 | 0 | 0.0 | 25 |
| 6 USES LEADERSHIP STRATEGIES THAT ARE APPROPRIATE FOR THE SITUATION | 13 | 50.0 | 6 | 23.1 | 3 | 11.5 | 4 | 15.4 | 0 | 0.0 | 26 |
| 7 FULFILLS RESPONSIBILITIES IN A TIMELY MANNER | 11 | 42.3 | 11 | 42.3 | 3 | 11.5 | 1 | 3.8 | 0 | 0.0 | 26 |
| 8 USES INITIATIVE AND CREATIVITY IN SOLVING PROBLEMS | 13 | 50.0 | 7 | 26.9 | 3 | 11.5 | 3 | 11.5 | 0 | 0.0 | 26 |
| 9 MAKES INFORMED DECISIONS. | 14 | 53.8 | 6 | 23.1 | 3 | 11.5 | 3 | 11.5 | 0 | 0.0 | 26 |
| 10 EFFECTIVELY MANAGES THE EXPENDITURE OF RESOURCES | 12 | 46.2 | 6 | 23.1 | 3 | 11.5 | 1 | 3.8 | 4 | 15.4 | 26 |
| 11 EMPHASIZES THE IMPORTANCE OF STUDENT ADVISEMENT | 13 | 56.5 | 3 | 13.0 | 1 | 4.3 | 1 | 4.3 | 5 | 21.7 | 23 |
| 12 EMPHASIZES THE IMPORTANCE OF INSTRUCTION. | 15 | 60.0 | 5 | 20.0 | 1 | 4.0 | 1 | 4.0 | 3 | 12.0 | 25 |
| 13 FUNCTIONS EFFECTIVELY IN A MULTI-CULTURAL ENVIRONMENT | 16 | 61.5 | 5 | 19.2 | 4 | 15.4 | 1 | 3.8 | 0 | 0.0 | 26 |

| THOSE WHO INDICATED YOU WERE THEIR IMMEDIATE SUPERVISOR | STRONGLY AGREE N | % | AGREE N | % | DISAGREE N | % | STRONGLY DISAGREE N | % | UNABLE TO RATE N | % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 PRESENTS INFORMATION CLEARLY | 12 | 46.2 | 10 | 38.5 | 3 | 11.5 | 1 | 3.8 | 0 | 0.0 | 26 |
| 15 IS APPROACHABLE AND LISTENS ACTIVELY | 16 | 61.5 | 6 | 23.1 | 1 | 3.8 | 3 | 11.5 | 0 | 0.0 | 26 |
| 16 TREATS ALL INDIVIDUALS WITH RESPECT | 16 | 61.5 | 5 | 19.2 | 2 | 7.7 | 3 | 11.5 | 0 | 0.0 | 26 |
| 17 IS RECEPTIVE TO FEEDBACK | 14 | 53.8 | 7 | 26.9 | 4 | 15.4 | 1 | 3.8 | 0 | 0.0 | 26 |
| 18 DEALS EFFECTIVELY WITH INAPPROPRIATE BEHAVIOR IN A TIMELY MANNER | 11 | 42.3 | 7 | 26.9 | 2 | 7.7 | 4 | 15.4 | 2 | 7.7 | 26 |
| 19 ACKNOWLEDGES AND REINFORCES THE STRENGTHS AND ACHIEVEMENTS OF OTHERS | 15 | 57.7 | 6 | 23.1 | 4 | 15.4 | 1 | 3.8 | 0 | 0.0 | 26 |
| 20 ESTABLISHES A CLIMATE THAT ENCOURAGES AND REWARDS INITIATIVE AND RESPONSIBLE RISK-TAKING | 11 | 44.0 | 5 | 20.0 | 5 | 20.0 | 3 | 12.0 | 1 | 4.0 | 25 |
| 21 PROMOTES TEAMWORK | 15 | 57.7 | 6 | 23.1 | 3 | 11.5 | 2 | 7.7 | 0 | 0.0 | 26 |
| 22 IS KNOWLEDGEABLE ABOUT THE WORK AREA/DISCIPLINE | 13 | 50.0 | 10 | 38.5 | 1 | 3.8 | 1 | 3.8 | 1 | 3.8 | 26 |
| 23 IS KNOWLEDGEABLE ABOUT M-DCC POLICIES AND PROCEDURES | 16 | 61.5 | 6 | 23.1 | 2 | 7.7 | 1 | 3.8 | 1 | 3.8 | 26 |
| 24 IS KNOWLEDGEABLE ABOUT CHARACTERISTICS OF THE M-DCC STUDENT BODY | 18 | 72.0 | 4 | 16.0 | 1 | 4.0 | 0 | 0.0 | 2 | 8.0 | 25 |

| | SUPPORT/ CLASSIFIED N | % | PROFESSIONAL /ADMIN N | % | FACULTY N | % | DEPARTMENT CHAIR N | % | COUNT N |
|---|---|---|---|---|---|---|---|---|---|
| 25 WHAT IS YOUR JOB ROLE? | 15 | 62.5 | 3 | 12.5 | 5 | 20.8 | 1 | 4.2 | 24 |

| | YES N | % | NO N | % | COUNT N |
|---|---|---|---|---|---|
| 26 IS THE PERSON BEING REVIEWED YOUR IMMEDIATE SUPERVISOR? | 26 | 100.0 | 0 | 0.0 | 26 |

## Appendix D

### Follow-Up Survey to Administrators

July 6, 1992

MEMORANDUM

TO: South, Wolfson and District Campus Administrators Who Were Reviewed

FROM: Administrator Advancement Committee

SUBJECT: REACTIONS TO PILOT

As we prepare to finalize the feedback survey for the Administrator Performance Review process, we would like your input on any modifications we should make. The enclosed survey asks for your opinions on the process, and survey, and the report of results. We have also enclosed a copy of the survey so you can make any changes you feel are necessary.

Please return the survey to Marcia Belcher, Office of Institutional Research, Bonnie McCabe Building, Wolfson campus by July 30. Any additional comments can be directed to any committee member. A list of membership is on the back of this memo.

Thanks for your cooperation.

Enclosure

c: Mardee Jenrette
Cathy Morris

MJB:ab

SURVEY OF ADMINISTRATORS PARTICIPATING
IN THE WINTER, 1992 PERFORMANCE REVIEW PILOT

Directions: For each of the following items, mark "A" if you agree with the statement and "D" if you disagree.

Distributing the Feedback Survey to Respondents:

A D 1. I believe the approach that was used to distribute the surveys will work in the future.

A D 2. I would support a feasibility study to test the use of a system similar to STAR instead of paper and pencil to respond to the feedback survey (in much the same way that students register over the phone).

A D 3. I think that some people filled out more than one survey on me.

A D 4. I think some of the responses I received were from people who were not in my administrative unit.

Comments:

The Survey Items and Comments Section:

A D 5. Most items included in the survey are relevant to my job. (Note any exceptions below)

A D 6. Getting feedback from these items will help me know how well I am performing.

A D 7. Getting feedback from these items will help me know where I need to make changes in my job performance.

A D 8. I am satisfied with the way the comments section was handled.

Comments:

**The Feedback Report:**

| | | | |
|---|---|---|---|
| A | D | 9. | I received a report containing some survey results. |
| A | D | 10. | The information contained in the report was easy to understand. |
| A | D | 11. | The number of people responding was so low that the feedback had little meaning to me. |
| A | D | 12. | I would like the report to provide data which compare my results to other administrators. |

**Comments:**

What suggestions do you have for changes in the process, the surveys, or the report?

What is your job title? _____

Campus:
_____Kendall
_____Wolfson
_____Homestead
_____District

Thank you. Please return this survey and any changes you might be recommending on the feedback survey to Marcia Belcher, Institutional Research, Bonnie McCabe Building, Wolfson Campus.

MJB:ab
7/6/92

Appendix E

## FACTOR ANALYSIS METHODOLOGY

The factor analysis was based on 1,038 responses out of the original 1,272 received since the decision was made that any survey with any of the 24 items blank would be deleted from the analysis. A correlation matrix served as the input for the factor analysis (see Table 3). The Statistical Analysis System (SAS) was employed for the factor analysis.

Maximum likelihood factor analysis was used to obtain the common factors. This approach is preferred when sufficient computer time is available since it has desirable asymptotic properties, gives better estimates for large samples, and provides the opportunity to test the number of common factors. A six-factor solution was chosen since Akaike's Information Criterion was at a minimum, Tucker and Lewis's Reliability coefficient was at a maximum, and a seven-factor solution produced communalities greater than 1.0. After an oblique rotation using Promax, the sixth factor was discarded since no items loaded above .30. Table 4 presents the rotated factor pattern (standardized regression coefficients) for the five remaining factors.

RZ92-337
1/20/93

Appendix F

## SUMMARY OF THE COMMENTS ON THE PILOT PROCESS AND INSTRUMENT ITEMS

**QUESTION #1: RECEIVING THE INSTRUMENT AND INSTRUCTIONS:**

**RESPONSES:**

OK

Instructions too wordy-too verbose-too secretive(confidential).

This question seems to place the faculty in the service of the student. Faculty does not work for the student. It is an opportunity for the student. It would seem that this survey betrays the respect necessary for an actual learning relationship between teacher and student.

It was very confusing. I wasn't sure what you wanted in the envelope. Are you saying only return sheets on which you made comments? Having to fill in only the 10# is also confusing. Do we fill in anything else-if not, clearly say fill in only administrator ID.

Please give more time.

Found this package and instructions to be the most professional that I have seen to date. However, there was one area--"Comments to Administrator" where no instruction or guidelines were given--but this "free form" was the weakest link. Also, handwriting is a signature unless typed....

No problem.

More time is needed to receive complete and return the documents associated with this pilot. I received the documents in my mailbox on April 16, 1992 and they were due the following week (4/24/92). During the week of 4/20/92-4/24/92, I was on temporary duty out of town and found that I had only one day to complete this instrument.

No need to stamp confidential on envelope.

OK - instructions clear.

Repeating instructions on letter and separate document is confusing. Need to clarify-is ID number needed or should administrator's name also be included on answer sheet.

Distribution system is effective.

Here is the major problem: How do you know I actually work under this supervisor? How do we prevent people from evaluating administrators they know nothing about? Most important, how

do you know I'm not lying about my position and whom I report to? (I'm not--but how do you know that?)

Instructions somewhat complicated (maybe because it's the first time).

It's the worst time of year to be doing this--right before final exams. We should be given more time to complete these forms. Couldn't less paper be used? Maybe Scantron forms?

No problem!

Excellent.

Good clear instructions.

Inform the respondents of the process prior to distributing it.

The instructions are confusing, too much explanation and information. Too much information to read when one is very busy doing everything else! Too many loose papers to figure out. Also, this survey is too long. It takes <u>too long</u> to answer all 31 questions for the <u>5</u> supervisors/administrators! (i.e. President, Campus President, Dean, Associate Dean, supervisor).

The instructions ere very long.

Good.

No problem.

Ok

Ok

Bad timing toward end of semester. Better to send out mid-semester.

I'd like to ask this committee take into consideration the fact that New World School of Arts did not receive this survey until Monday, April 13, one week late. This is important to note in case there is another survey sent to us.

On time.

The instructions for the feedback survey are worded in a way that could be clearer, in my opinion. Example, do we "agree" that the administrator "uses power equitably and appropriately" of should we be grading them on that quality from poor to excellent. If we should be grading them, then the "agreement" we have is incorrect--even confusing--wording: maybe it means "Do you agree they should" make informed decisions (or whatever the item)?

Since you seemed concerned with preserving anonymity, I assumed respondents were not to give their names. I wonder if anyone else considered putting their name on the answer sheet.

OK

Like anything new, it took a little effort to read over the material and get "psyched up" about it.

The survey was packaged accordingly and hand delivered, which ensured delivery to the appropriate individual.

Fine.

People should receive answer sheets with <u>their</u> administrators names and numbers preprinted on the answer sheet, to prevent people from reviewing administrators they do not report to. It will take more time and effort initially, <u>but</u> it is imperative.

Instructions of whether or not we are to provide our name would be helpful (I did not). Also, instructions as to what to do with leftover answer and comment sheets would be helpful (it seems a waste just to throw away the extra sheets provided).

It is somewhat difficult to follow the sequence of reading through the instructions and determining what to fill in.

Glad to have this opportunity to provide feedback on certain administrative staff.

Did not receive until April 21, due April 24 although we were to have two weeks to complete.

Received one day before it was due back to committee.

It seems to me that the response (E) unable to rate is the same as the instruction to skip and leave a question blank. I was confused not knowing what I should do--either leave the question blank or (E) unable to rate. Which was the appropriate thing to do?

**QUESTION #2: COMPLETING THE INSTRUMENT**

Easy to complete; however, some questions/answers may be beyond the knowledge of staff members.

Easy.

It's obvious that across-the-board questions such as these are going to be unanswered for all people they must be applied to.

OK

It was difficult during the last week of the term. One is given tests and making finals. One is extremely busy at this time to try to give a fair evaluation.

It was easy to complete but that is misleading because some items are worded to produce a positive response to what is sometimes a negative behavior.

Question 26 is intimidating; question 25 is unclear--Who are "other administrators" if not "professionals"? Question #1 is actually two questions whose answers need not be identical.

Too many pieces of paper--combine. Feedback instrument heading doesn't match feedback survey heading. Instruct participants to remain anonymous.

No problem.

OK

A little intimidating at first--why not have an answer sheet customized just to the survey?

I feel that we should have had more time for the evaluation process.

It said in several places that two comment sheets were attached to the instructions. Nothing was attached--they were enclosed.

OK

The bubble sheet is confusing because it contains sections that are not used, i.e. last name, first name. One might think it needs to be filled out because the instructions do not state not to fill it in.

How do you assure someone not filling out their own survey and/or for one who is not in the proper line of supervision for that individual?

Instrument was easy to complete.

A lot of papers! Somewhat unwieldy--but I liked selecting the administrators I felt qualified to comment on.

It could be shorter.

No problem!

Excellent.

The questions could be consolidated--ask less. Some questions can be combined, i.e. #13 & #16. Question #12 is hard to figure out what it means.

Easy, quick.

Easy to understand--not sure if I was to write my name on the computer sheet.

It is always difficult to fit your rating into the narrow definitions of the multiple choice section.

OK

I did not like the terms agree, disagree, etc. I feel that working with a scale of numbers gives the respondent a better chance of being more accurate. Also I found the document of comments on the administrators to be intimidating in the sense you feel you cannot be anonymous and that you may be reprimanded. I feel the document should be used as part of the big picture, not so direct.

Easy--fast.

Simplify instructions.

Again, a little effort was required. However, after a while it got easier. Someone three or more above you in the hierarchy is difficult to evaluate. However, I think they should be evaluated. They may want to initiate every two or three numbers on open forum meeting for any one to attend--when they do some reporting and from questions and answers. I'm sure a lot of people have a lot of ideas and opinions out there that are valuable.

The survey was simple and easy to understand.

No problem

I wasn't sure whether my name was required (or any ID)

Easily understood.

I cannot be assured of anonymity because of question #25. I am one of two faculty members in my department. The ten other people in my department are classified staff. By asking me my job role I must reply faculty, and because there are only two faculty members in my department, my responses cannot be anonymous. I feel question #25 should be reviewed and possibly eliminated.

**QUESTION #3: RETURNING THE INSTRUMENT:**

Easy--fast.

Simplify instructions.

Again, a little effort was required. However, after a while it got easier. Someone three or more above you in the hierarchy is difficult to evaluate. However, I think they should be evaluated. They may want to initiate every two or three numbers on open forum meeting for any one to attend--when they do some reporting and from questions and answers. I'm sure a lot of people have a lot of ideas and opinions out there that are valuable.

Easy.

Tough to do in busy times

OK

Why not just have all forms returned and you sort--how long could it take?

No problem

Anyone could fill in an administrator ID number and send in a form even if it's not your immediate supervisor or your immediate supervisor's supervisor since all ID numbers are available to all personnel.

OK

In good faith I am relying on anonymity--that you should preserve integrity of our area and, in fact, that you should SHRED our responses immediately after entering scores into a computer.

OK

Returning instrument was simple.

Insufficient time provided to take vacations into consideration. All employees should have the opportunity to respond!

No problem!

Don't know yet.

No problem

ok

ok

More time needed

There were not enough sheets given for the number of people to be evaluated. Please provide complete sets of names with sheets next time.

Enough time.

The small number of persons in this department who may return this survey make it difficult to believe that this will be anonymous to the administrator. If they don't know with whom they have certain relationships, they'll guess (which could make it worse); that applies to all aspects of this survey (comments, etc.). This situation jeopardizes the value of the survey--and of department relationships.

ok

It looks very easy.

All instructions were in order and sufficient time was given before the deadline of returning it.

No problem

The questions on the instrument are only appropriate for administrators in a chain of command line above the person filling out the form.

simple.

**QUESTION #4: PROVIDING RATING ON THIS INDIVIDUAL**

Some additional questions/fewer questions depending on administrator's roll.

Very superficial--not in-depth, not enough choices.

There is a position between "agree" and "disagree"; sometimes yes, sometimes no.

This is an excellent tool for feedback as long as precautions can be taken to ensure the responses are unbiased and there is no "gang-up" mentality at the work place.

ok

no problem

ok

Try to understand that if we give you personal comments addressed to specific people, that these people will, in turn, look at our comments in their original form and know who wrote them--so we might as well just talk to the administrator personally--if you truly want objective comments then please think of a better way because these people really do check, handwriting--probably even typewriter styles or fonts--and we are in serious jeopardy--sorry to have to write this.

I would have like a "sometimes" category. Example--Item 14 presents info clearly "sometimes yes--sometimes no--but not enough to give a "disagree" choice--I chose "agree" because most of the info is clear but there is room for improvement. But by choosing "agree" person will not know that improvement is needed.

I think you should have included Dr. Stokes in the District evaluations.

Should have questions re: 'fairness' in promotions; if just building 'own empire'; rewording for poor performance.

Difficult to rate persons more than two levels up.

Under this rating system as it now exists, there is absolutely no way for a departmental secretary to preserve his/her anonymity from department chairpeople (direct supervisors). This is obviously discriminatory.

I have great respect for my supervisor and would always do a survey for her if as here but is this whole process really necessary? What does it prove? Do we have the $$ resources at these tight financial times to do this?

What is the difference between leaving blank and 'E'?

Easy to do.

Ratings should eventually go to the supervisor of the rated individual.

No problem!

No rating system is skewed to an "either/or" position and is that unfair in giving an accurate picture of the person. If one agrees (a or b basically the same) the person is a yes; otherwise, there is no other choice but a damning no! I believe a more appropriate rating scale should include a 1-5 format; thus allowing for some shades in between "black & white".

Between choice (b) agree and (c) disagree, there should be an in-between choice. i.e. mildly agree (or something to that effect).

good

It was difficult to give a written rating because to be honest might offend the individual. Nevertheless, it was necessary to make some things clear. It is hard to find a balance between telling the truth about the situation and not offending the individual.

There was no identification number for Dr. McCabe!

Although I am sure you need the respondent's job status, since this ia a small part of MDCC and everyone knows everything about each other, I feel that question number 25 on job status is discriminatory.

Good--appropriate questions.

It's probably not wide-spread, but I heard one person say she was going to fill out a sheet for a person she worked for several years ago. It seems this would defeat the purpose of the survey.

You forgot McCabe's ID#.

The format was easy to comprehend.

The teaching/learning center directors should be evaluated by all faculty and have these results included in their annual performance reviews.

Welcome the opportunity.

How about responses for "Somewhat agree" and/or "Somewhat disagree:?

Instead of having the choice "unable to rate", I wish there had been something like "neutral" or "neither agree nor disagree" or, better still, instead of the agree/disagree scale, I think an " always/sometimes/never" approach would have been more appropriate.

I would have liked to make comments on the comments pages, but frankly would fear reprisals. If the administrator read the comments, he or she would most likely know who wrote them. Maybe comments could go to administrator's supervisor.

**QUESTION #5: THE INSTRUMENT ITEMS**

The problem with these type of surveys is that responses can be easily manipulated--forced choices.

I appreciate how difficult it is to try to fit the evaluation of administrators who have little or no student contact into the "teaching/learning" philosophy, but the committee has done an admirable job. I'm sure I am not alone in thinking that for most people to critique Dr. McCabe is a bit presumptuous.

The possibility of listing items in direct relation to the work area (i.e. Bookstore, Cafeteria, etc.) should be examined.

Ok

Item #19 and #20 are asking two questions each.

One can promote teamwork to a bad end--that is ganging up- on someone. Most managers use appropriate leadership strategies but again to the wrong ends. They manipulate to get what <u>they</u> want not necessarily what is best for the College, faculty, or students.

I would like to see the following item added to the feedback survey: Establishes a climate that promotes acquisition of job-based knowledge.

Questions did not ask what I wanted to write about.

OK

There should be a question about the overall <u>rating</u> of the administrator (i.e. What is your overall rating of this administrator? A. Very Good B. Good C. Average D. Poor E. Very Poor)

Item 30--I understood from instructions that I was to evaluate my immediate supervisor--their supervisor--on up the line. Others have told me that I can evaluate anyone on the list that I work with--this is not indicated in instructions.

All are appropriate.

Some administrators including Duane Hansen and Mary Walker have been tremendous in helping me do various jobs and resolve conflicts. They should be included in the survey.

Eliminate Item #25.

Would like to see item on communication. The supervisor can present information clearly (item 14); the last time it was done in a meeting was in 1989! Administrator chooses not to communicate with staff.

Easily understood and easy to rate.

Well thought out.

The items do not elicit responses that get at my perception of the administrators.

The comment-form items are too general. The comments should be about the specific items on the multiple-choice part. Some of the items are redundant (i.e. #2 & #11).

No comments!

Would like to see emphasis on communication. (Item 15 touches on this). Would like additional questions particularly pertaining to supervisor and employee being supervised and that communication.

More items dealing with leadership of Personnel and their development. Not designed for New World School of the Arts.

Some of the items are irrelevant and others could be combined into a more generic item.

I rate this Pilot Survey as very good and well informed. Great job!

Too long and repetitive.

Appropriate.

The timing was not good. This rating should not be done at the end of the semester when there are so many things to grade. Also, more time should be given to complete the form.

More items needed regarding interpersonal skills, such as motivating employees, communication, and relating to other people-skills so very important to a supervisor.

Would like to have seen mokre items on the feedback survey.

This survey needs to be longer and more in depth. The questions are vague and too general.

Good.

It is good that the survey deals so perceptively with human relationship skills. However, I believe some additional emphasis need to be placed on knowledge and skill in the subject area (more questions focusing on the skills needed for a high rating on Question 22). Otherwise, we may be rating a personable "people" person with comparatively weak technical skills almost as high as

a person with excellent interpersonal relationship and management skills who is also technically excellent. I believe that the rating for the latter person should be markedly higher than that for one who is weak in the technical ar

The answer sheet should have the exact number of answers to questions. Then if you want the name, birth, grade or education, you should ask for it very clearly. You should ask if you want the blank forms to return or not.

COMMENTS

Campus climate is poor. Questions don't address why there's lack of communication between DR. Padron/the Deans/and Faculty/Staff. People are unhappy and feel unappreciated. Upper administration feels above it all. Power gone to heads. They seem to forget that one major function of their's is to be a support unit to the faculty/staff/students and to the teaching/learning process.

Entry level administrators will receive NO feedback -- as process is currently defined, one can ONLY comment on Supervisors. IF this is the only instrument used, it fails to measure administrative success from a client's point of view or from a peer's point of view or from a supervisor's point of view about administrators placed below him in grade. A boss may be considered an SOB by his subordinates but a savior by those affected by the services he renders. Instrument does not measure effectiveness. Grid of who one may evaluate is too narrow. Many administrators on the campus work with administrators at District and on other campuses -- and should be able to comment on them. District administrators serve the campuses and should be able to comment on those they work with. Many administrators work with a variety of offices -- administrative deans work with Hansen's area, and Brooknar's as well as with all deanships on the campus -- no way here to provide input to colleagues or executive. How can you assure ONE evaluation per person by each respondent? Respondent may choose to use each answer grid provided for multiple responses on one person.

I do not see the point of going through this exercise.

This institution seems to be drowning itself in paper. Are we losing sight of basic faculty/student relationships and what we are really here for? Do students actually benefit from all of this CTL activity.

I do not work close enough with the Associate Dean to do this survey.

"Address the envelope to the testing Center on your Campus" should stand out.

Frustration - I waited "ages" for an opportunity like this to allow me to voice my opinion -- but like many others am afraid of retaliation. We'll see ... I do feel that some % of an administrator's evaluation should come from the staff reporting and working with them.

The written comments page should have a space for the administrator's name -- it would help prevent errors.

Also, in addition to #26, you should add a question, "Where in the line above you does this person stand?"

The climate survey we did several months ago was easier and quicker to do; more compact.

The survey is a good idea but need to work on the "mechanics."

## Appendix G

Survey of Administrators Participating
in the Winter, 1992 Performance Review Pilot

RESPONSES

**Distributing the Feedback Survey to Respondents:**

- I could not answer 3 & 4 since I do not know that it did happened.
- I received feedback from no one who reports to me, but from some people that do not report to me!!?? (I know, because the number of respondents matches exactly the number of people that told me they did or did not send in the survey.
- Re: #2: process should require considerable thought -- STAR or similar system not conductive to reflection, unless pass out survey 1st and use STAR only as data collecting method.
- There should also be a category for "not applicable"
- Item 3. But what if they did? What are the controls? Item 4. But what if they did? What are the controls? Item 1. Nothing was returned on me. I feel this may be because I have very few people reporting to me. This more or less negates the anonymity issue. Is this feedback going to be mandatory? If so, how will you protect the people who fall into the above category (anonymity lost) from retribution?
- I am convinced that a person in my area, who has been demonstrating an attitude/performance problem, completed multiple evaluations. If I choose to do I could do the same for anyone at the College.
- Re: #4. I have 4 staff and 6 responses. Re: #2. Comments via voice mail will not be anonymous.
- Some responses were submitted by people in the same organization unit, but they do not report up through the organization to those people. In other words, surveys were submitted on anyone with whom some people work.
- Not able to respond to #3, #4.
- 3/4 Did not receive any response. 1 no control over responses.
- Item 2. How would people include comments? Item 3. This is a real problem!! Strongly agree. Item 4. This is a real problem!! Possible.

- Item 1. Not aware of the approach.

- The deadline was also very quick. I'm not sure of the distribution, but I have been told that some people who received the survey did not fill it out because its importance was not clear to them or the people they were to evaluate were not clear to them. I know of people who evaluated others for out of their administrative unit; while that is not bad, there should be a separate category. The number of returns seems low, and evidently none of the people I work most closely with responded.

- Item No. 3. Though I disagree some people might have filled out more than one survey on someone, it is a possibility that could twist the process.

- Need to control # responses for a single individual by a single individual.

- Item 1. Not much sense to allowing everyone to evaluate anyone else.

- I should not have had a faculty member rating me. Also, there was one extremely negative rating. If I was sure it was from someone in my unit, I would pay some attention--but you did not control for this.

- Item. 4. I know!!!!

- I have no idea whether these responses were from people I supervise or whether they were in my area. I know they (he/she) stated they were not in my area, but perhaps this was true and perhaps it wasn't.

- Item 4. Did not get any responses.

- Item 2. Use both STAR and paper pencil--give option.

- The answer sheets have to be preprinted with the names to be evaluated. I know I received responses from people who were not in my unit.

**The Survey Items and Comments Section:**

- This whole process may be effective in the classroom, but is utterly ineffective in an administrative setting and I am saying this after getting very positive feedback.
- Item 5. Items 11 & 12 do not apply to my position.
- If I have to sign the evaluation form of someone I am evaluating, shouldn't employees do the same? People tend to be less than honest, on occasion, when they can be anonymous. Also, with morale among some categories being poor at this time, the logical scapegoat is your administrator.
- Exceptions* - Questions about advisement were not applicable #11. - Risk taking #20.
- Re: #8. I don't know how the comments section was handled.
- Did not get results of evaluation. Some questions do not related to performance. Also some questions could not be considered on subordinates. They would have no knowledge.
- Due to the nature of my area--we serve non-traditional students from disadvantaged background. Therefore, regular student feedback may be irrelevant.
- 5, 11, 12.
- Item 6. What does #6 mean? Item #7. But the numbers mean very little. What I need are specific suggestions for improvement.
- I received no written comments.
- Comments were made by individuals not directly under my supervision. I recognized the statement, although typed.
- No comments passed along.
- Though the comments process seemed satisfactory, an improvement would be to provide responses with feedback addressing the concerns for the commentators.
- Item 7. Perhaps.
- Received none. How do we distinguish between measures of a pleasing personality and job performance, presuming professional ethic is appropriate to the institution?
- I really think that one or two persons can negatively affect questions 6 and 7. Besides, if you are in a management position you are always going to have people working for you who disagree with everything you do. I can't comment on question 8 as I received no comments.

- Item 5. Except for #11. Item 6. If they are from people I truly supervise. Item 7. Same Comment. Item 8. What comment section?
- Item 8. No information.
- Don't remember a comments section.
- No one filled out any survey on me.
- It is clear to me that one respondent was either uninformed or being playful. I don't think that one should be evaluated by those who are not in a direct line relationship. Guesses replace judgments.
- #11 and #12 may be considered less relevant to my actual duties.
- Item 5. 9-12. Item 8. ???? - No comments.
- There were no comments. That would possibly have been more helpful.
- Not useful when the responses are so strange.
- Items 6 & 7. Not really because I got only one report.
- Item 5. Would need a copy of original survey to be specific.
- Item 8. Comments should be typed to protect anonymity.

**The Feedback Report:**

- I do not know the number of people responding, therefore I could not answer item # 11.

- Item No. 12. This would be interesting, but because this process is so flawed what would the recipient gain from this information?

- Re: #11: The number of people responding was very low. Any feedback is meaningful!!

- Item 12. This is only relevant when there is similarity in job functions and not possible if there is no comparable function.

- The College provides no training opportunities for administrators to deal with employees. We get little support and much criticism.

- I need comparative data--means, etc. Otherwise, the results don't mean too much.

- Re: #10. Comments from individuals would offer clarification.

- I know that there are problems with the distribution and materials. I received 4 surveys responses completed by professionals, yet I have only one in that line in my division.

- #10, #11, #12. Did not receive survey results.

- How does supervisor of small group with contact with many other groups participate in this program?

- I disagree with #12, above, because only one of my faculty members responded to the survey.

- Item 12. At my level.

- Item 12. In similar positions. 50 people report in my chair--6 directly, only 7 responded.

- Should be completed only by the individuals reporting to the administrator.

- A report where one's result is used to compare with another administrator's results would have a negative impact; it would promote resentment among those not performing according to parameters established after the results. In addition comparisons tend to diminish.

- See comments on pilot process and memo to Jim Harvey.

- I'm the PR person and the office and functions can be quite different from other managed areas--we're a resource for everyone on campus and lots of folks off including the media, so much of what I do is not measured at all. I don't have any solutions for you, either.

- Item # 12. My job is so different from other administrators that unless the comparison was made with other grant directors it would have little meaning.

- Once again it is very easy for a small number of people to negatively prejudice a report like this. The fact that this will be a part of the personnel record and may be used for promotions chills me.

- I do not recall that such a report was received by me.

- Item 12. This would be helpful.

- It would have been useful to know which comments were made by what category of respondent (e.g.) Did the faculty member think or was that the opinion of the classified/support staff member, for example.

- Item 9. Said there were 2 responses; report only gave one.

- I did not receive any survey results.

- Number 12 is important to me. I'd appreciate knowing how other adminis. were rated.

- Item 11. While number responding was low, feedback is always helpful. Item 12. Overall comparison without naming specific names would be helpful.

- Question 26 is intimidating. Question 25 is unclear -- who are "Other Administrators" if not "Professionals"? Question 1 is actually two questions whose answers need not be identical.

**What suggestions do you have for changes in the process, the surveys, or the report?**

- The report should include the number of people that filled out the report and a copy would be helpful, omitting the name of the administrator that filled out the report, if necessary.

- Eliminate this process!!

- Bimodal distribution on some means used as grudge. Present system is too anonymous, levels or classification is needed.

- Questions should have more direct relationship to job responsibilities. In some jobs "Risk" taking is not appropriate behavior to encourage. Questions about students are not relative in many jobs--especially some district jobs. Some statements are not appropriate for a subordinate's response i.e. #7 & #10 - only a supervisor can respond.

- I could not evaluate my boss. I am the only administrator in my area. The survey asks you not to sign your name, but give your classification. Somehow, the process has to be controlled so you can only evaluate someone in your area and can only fill out one response. As set up, this is just a slamming document.

- Fewer than half of those I supervised responded to the survey. For that reason, the results may not be accurate. We need to find a way to insure large participation.

- Respondents need to be encouraged to make as many comments as possible.

- The process appeared to work well.

- Since it is a very small department, I really don't think it's necessary to do this. I communicate with my staff openly and use their knowledge and potential to operate the grant successfully!!

- The survey itself and report are OK--though I like the idea of comparing my results to those in similar positions. I do believe the distribution needs to be changed to ensure the integrity of the survey. I know of many cases where people filled out surveys for anyone with whom they worked regardless of who they report to.

- Provide for horizontal as well as vertical feedback.

- We need to encourage greater participation in these surveys. One out of six faculty and none of the classified staff responded. This makes for unusable data.

- From the comments, I strongly suspect a couple of comment sheets were written for other administrators in my area.

- -The surveys should be given before evaluations. -Eliminate employees with negative evaluations. -Include all employees in the survey.

- 1) Need form pre-printed with names of administrator each, person can respond to/sent to them indirectly. 2) Need more responses. 3) Unable to rate should not count in % or responses. 4) Some people do not put their correct classification in order to avoid detection.

- I think there is value in having evaluations of lateral or "peer" personnel. The current procedure, as I understood it, only allowed evaluation of people in one's administrative line of authority. In some cases this is poorly understood by the evaluator--for instance I know of District-Kendall personnel who evaluated Kendall Campus administrators, apparently out of administrative misunderstanding. Correspondingly, I would have liked to evaluate administrators who work with me in a coordinate role, sometimes outstanding and occasionally dreadfully (AAC). This group is doing an outstanding job in a difficult area.

- For survey there should be an item added where the administrator is sensitive to community issues and where he encourages others to do so.

- Reports should be separate from fac. eval., staff/classified eval., etc.

- One should be able to evaluate colleges/peers/subordinates/supervisors across campus/district boundaries. We need a better measure of performance effectiveness--this tends to measure likability.

- The survey would have greater relevance if I also received by supervisor's ratings of me for the same items as the results from those who work under me.

- I think you need to develop a method that deals with disgruntled employees and their responses. I feel that is the only person who responded on the sample and I find this persons remarks quite disturbing. To implicate that they feel I am not knowledgeable about the work area/discipline is very disturbing to me, among other items. I think you need to be more careful about sending results back to people with only a handful of responses.

- Most important is to restrict the respondents to persons in my unit. I can't believe someone in my area would say I didn't know the M-DCC student body, my discipline/area, etc. If someone in my unit was that unhappy, and I couldn't detect that, I don't believe I would have lasted 12 years and gotten the extremely positive ratings from the other 4 people.

- When a department consists of only 1 person and that person evaluates his/her supervisor, it is a little hard to guarantee anonymity.

- Alter surveys to reflect specific duties and responsibilities of person being evaluated. Those completing surveys should have direct knowledge of those areas--else we have a guessing game--or "let's have some fun at the bosses expense!"

- Need somehow to get more people involved and make provisions for those who supervise very few people.

- Identifying the evaluator. My report was so overwhelmingly negative, that I suspect it was someone with a grudge or someone who has poor or no communication with me. Without this identification and assurance that the evaluator understands the process this is not meaningful and in my case demoralizing even though I know some of the rankings cannot be objective. There must be ownership of the evaluation by the evaluator.

- One should not have to have a degree in statistics to understand this instrument.

- Ensure that each administrator is surveyed. I was disappointed in not receiving any feedback.

- See comment on front!

- Entry level administrators will receive NO feedback -- as process is currently defined, one can ONLY comment on supervisors. IF this is the only instrument used, it fails to measure administrative success from a client's point of view or from a peer's point of view or from a supervisor's point of view about administrators placed below him in grade. A boss may be considered a SOB by his subordinates but a savior by those affected by the services he renders. Instrument does not measure effectiveness. Grid of who one may evaluate is too narrow. Many administrators on the campus work with administrators at District and on other campuses -- and should be able to comment on them. District administrators serve the campuses, and should be able to comment on those they work with. Many administrators work with a variety of offices -- administrative deans work with Hansen's area, and Brookner's, as well as with all deanships on the campus -- no way here to provide input to colleagues or executives. How can you assure ONE evaluation per person by each respondent? Respondent may choose to use each answer grid provided for multiple responses on one person.

- Because I supervise only one person, I did not receive survey results. It would be helpful for those of us who work in small units such as NWSA to have some sort of peer review or to get response not only from the one or two people we supervise but others we have contact with in parallel positions. Good project -- interesting to learn about.

MJB:ab
9/17/92

# Miami-Dade Community College

MIAMI-DADE IS AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE
AND DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP. 4/88